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ABSTRACT

In 1988, a survey of British Columbia's community colleges and institutes was conducted to assess the need for human resource development programs and services. Human resource development was defined as experiences that help college/institute personnel effectively perform their functions. The study consisted of visits to 22 campuses, during which a short presentation was made, detailed questionnaires were completed, and interviews were held with groups of support staff, faculty, administrators, and board members. The respondents expressed interest in a wide array of staff development topics, and indicated a preference for workshops and seminars available in the region or at the college, and for exchanges among colleges and institutes. They were most interested in development opportunities that had immediate, practical application to their jobs and afforded a personal sense of renewal and refreshment. Based on study findings, the recommendations included: (1) any systemwide initiative should complement, enhance, and supplement services provided at the institutional and individual levels; (2) programs and services should be provided by professional and paraprofessional staff with expertise in human resource development, assisted by advisory groups made up of representatives of the intended clients; and (3) a provincial agency should be created to provide such services as the distribution of grants; coordination and communication with respect to development opportunities, potential exchanges, and innovative practices; the development and delivery of programs, workshops, courses, and seminars; assistance to institutions wishing to offer their own workshops; a resource center; and the provision of a province-wide "voice" for human resource development. The survey instruments are included. (JMC)

ED308901

DEVELOPING THE HUMAN DIMENSION

--A SYSTEM PERSPECTIVE--

A report of a feasibility study for British Columbia
Colleges and Institutes

Presented to the Steering Committee of
the COUNCIL OF PRINCIPALS
of British Columbia Colleges and Institutes

By

Lloyd Morin, Chairman, Feasibility Study Team

assisted by
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Feasibility Study

June, 1988

Mr. Leo Perra, Chairman,
Feasibility Study Steering Committee,
c/o Selkirk College,
Box 1200
CASTLEGAR, B.C. V1N 3J1

Dear Leo:

I am pleased to submit to the Feasibility Study Steering Committee my report, which presents the findings, conclusions and recommendations resulting from the study undertaken at your request in November 1987.

Visiting all our colleges and institutes and speaking directly to support staff, faculty, administrators and board members has been a rewarding experience. There is considerable enthusiasm for increased opportunity for human resource development in our provincial system, and many positive suggestions received during our visits are reflected in the recommendations contained in the report.

I recognize that the Steering Committee, the Council of Principals, the Ministry of Advanced Education and Job Training, and all other province-wide agencies related to the colleges and institutes face some challenging decisions regarding human resource development. While they may ultimately choose approaches other than those recommended in this report, my perception is that many of our personnel are awaiting some significant steps toward implementation of services which enhance their access to quality, relevant, reliable development opportunities. They also value sufficient stability and predictability to permit individuals and institutions to plan for development.

You will see that the report recommends a primary focus upon enabling institutions to develop their own services, and to coordinate with others; but there is also the need for a unit at the provincial level to provide programs and services for

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all colleges/institutes - especially those which experience the greatest barriers to access. The quality of our human resource development planning will significantly influence the quality of our colleges/institutes in B.C. in the next decade.

I thank the Steering Committee for the opportunity to enhance my own professional development through this study, and for their advice and counsel in its implementation. The greatest reward will come as we see enhanced human resource development become a reality among our B.C. colleges and institutes.

Yours truly,

Lloyd Morin

Lloyd Morin

The contents, conclusions or recommendations of this report do not necessarily reflect the position or priorities of the Council of Principals, the Ministry of Advanced Education and Job Training, or any other British Columbia agency or institution.

The author has prepared the report at the request of a steering committee, and presents it for their consideration.

It is the author's hope that action plans will be developed by the Council of Principals and the Ministry which will take into account the findings and recommendations of this study, along with any other relevant constraints, opportunities, or developments in British Columbia.

ACKNOWLEDGEMENTS

The completion of this report is the result of the contributions of many people and groups, who are gratefully acknowledged. Among these are:

- the Council of Principals of B.C. Colleges and Institutes, who saw the need and took the initiative;

- the Ministry of Advanced Education and Job Training, who responded to the need by providing funds to conduct the study;

- the Steering Committee members, who gave direction and focus to the study, and who gave me the opportunity to be involved;

- the principals, presidents, and especially their executive secretaries and assistants, who facilitated our visits to each campus;

- the board members, support staff, faculty, and administrators at each college/institute who participated in the study and provided valuable insights and suggestions;

- Jack Finnbogason, who read drafts and offered constructive advice;

- Linda Glanville, who edited the final report;

- Jans Diemer, who provided the computer programming, data reports, report formatting;

- Camosun College, and especially Patrick Floyd, who made it possible for me to undertake this stimulating experience;

- Dick Bate and Grant Kelly, who assisted in the design of the study, in the analysis of results, and in the exhausting schedule of visits to the campuses to administer the questionnaires and interview groups and individuals. Their professional support throughout the study was invaluable;

- Lois Alsbury, who was the manager of the exercise, arranging for all the travel and visits, and who entered all the data, prepared the tables, formatted the report, ensured that schedules were maintained, budgets met, and all the other tasks essential to the completion of the project.

Table of Contents

Letter of Transmittal

Acknowledgements..... i

Table of Contents..... ii

List of Tables..... iia

Executive Summary..... iii

Chapter 1 - Human Resource Development:
What? For Whom? By Whom?..... 1

Chapter 2 - Study Procedures..... 9

Chapter 3 - Survey Results..... 13
Participants..... 13
Topics of interest..... 16
Desired outcomes..... 22
Preferred methods/means..... 24
Organizational options..... 30
Major functions for provincial "centre".. 40
Supplementary IDAC questionnaire..... 42
Provincial statistics..... 45
Group interview summaries..... 49
Survey of other jurisdictions..... 51

Chapter 4 - Conclusions and Recommendations.... 52
Recommendations..... 64
Conclusion..... 65

List of Appendices..... 70
A - Terms of Reference for the Study
B - The Survey Instrument
C - Letter to College/Institute Chief Executive Officers
D - The Supplementary Survey Instrument
E - Client Categories
F - Visitation Schedule
G - Group Interview - Comments Summary

List of Tables

		page
Table 1	Distribution of Participants by Category	14
Table 2	Distribution of Participants by Major Participant Group and Geographical Area	15
Table 3	Major Topics Selected by Major Participant Group.	18
Table 4	Major Topics Selected by Participant Group by Frequency of Choice	19
Table 5	Sub-topics of Greatest Interest by Sub-Category of Participant.	20
Table 6	Desired Outcomes of Human Resource Development Experiences by Major Participant Group.	23
Table 7	Preferred Methods/Means of Accessing Human Resource Development - All Groups.	25
Table 7a	Preferred Methods/Means of Accessing Human Resource Development - Support Staff	26
Table 7b	Preferred Methods/Means of Accessing Human Resource Development - Faculty	27
Table 7c	Preferred Methods/Means of Accessing Human Resource Development - Administration.	28
Table 8	Preferred Organizational Model - All Groups.	32

List of Tables (continued)

		page
Table 9a	Preferred Organizational Model by Region - Support Staff	33
Table 9b	Preferred Organizational Model by Region - Faculty	34
Table 9c	Preferred Organizational Model by Region - Administration.	35
Table 9d	Preferred Organizational Model by Region - Board	36
Table 10	Organizational Options Preferred Agency Participation by Major Participant Group.	38
Table 11	Priority Assigned to Major Functions by Major Participant Group.	41
Table 12	Supplementary Questionnaire Percentage of Yes Responses by Major Participant Group.	43
Table 13	1985 Age Distribution BC Colleges and Institutes Full Time Professional Staff (excluding Chief Executive Officers) . . .	47
Table 14	1985 Age Distribution BC Colleges and Institutes Chief Executive Officers	48
Table 15	1985 Years of Service in Position BC Colleges and Institutes Full Time Professional Staff (excluding Chief Executive Officers) . . .	50

EXECUTIVE SUMMARY

With the initiative of the Council of Principals and the funding of the Ministry of Advanced Education and Job Training, a survey of British Columbia community colleges and institutes has determined the perceived need for human resource development programs and services. The findings provide a basis for recommendations to address those needs which are appropriately addressed by province-wide initiatives.

Human resource development is defined to be the total of all experiences designed to equip all college/institute personnel to be effective in the performance of their roles. It is required from the outset to the conclusion of a career. In a college/institute it includes study and development of four dimensions: the discipline or content specialization, the delivery or performance of the role, the context in which the role is performed, and the person who is the incumbent in the role.

Human resource development is the legitimate concern of the individual, the institution, the union or professional association, and the college/institute system. It is the last of these which is the focus for this report. What should the B.C. college/institute system be doing to ensure development of its personnel?

The study consisted of personal visits to 22 campuses in B.C., where a short presentation was made, detailed questionnaires were completed, and interviews were held with groups of support staff, faculty, administrators, and board members. All groups identified an array of topics which they wish to be able to access for their growth and development. While the emphases varied among the groups of employees, a number of common areas of interest were identified.

The most valued outcomes of such opportunities for all groups were "immediate, practical application to the job," and "a personal sense of renewal and refreshment." Interest in access to programs which could lead toward a university degree was expressed by a smaller percentage in total, more frequently among support staff and technical trades instructors and some non-instructional managers.

The preferred methods for accessing human resource development activities were workshops and seminars available in the region or at the institution. Exchanges among colleges and institutes, and workshops away from the home campus with others of like interest, were desired as well - providing funds for travel could be made available, especially to colleges outside the Lower Mainland.

Participants in the study most frequently selected two alternatives for organizing any province-wide initiative. These were: "a voluntary consortium or network of colleges and institutes - with some permanent consortium staff," or "a unique (i.e. not attached) agency with a board comprising representatives of participating groups and program advisory committees advising programmers." Interviews clarified that the primary considerations were that the service be free from domination by any ONE sector of the system; that the control of the directions, policies, and priorities be representative of the colleges/institutes; that some expert staff be employed and available; that there be direct "field" input to the programming; and, that seconded faculty and staff participate in the design and delivery of programs.

While there was an expressed desire for many agencies and committees from the system to be involved and supportive of the provincial service, there was no clear direction regarding precisely which agencies, or how they would be involved. There was consensus, however, that all regions and college/institute roles should be

involved in providing direction, establishing priorities, and participating in the planning and delivery of programs.

Participants in the survey indicated that funding for any province-wide programming should be provided by the Ministry, with some involvement of the participating institutions.

The four major participant groups each rate their own development needs as the number one priority for a provincial centre; and all major groups rated the needs of college/institute personnel ahead of those of suggested participant groups from outside the system.

A supplementary questionnaire made specific reference to the recommendations developed previously by the Instructional Development Advisory Committee. The proposals of the IDAC gained broad acceptance among most of the participants in this study, including: the provision of separate instructional development activities for faculty; an interest in institution-focussed programs coordinated by a voluntary consortium; the development of suggested goals, objectives and standards for college/institute human resource development; the provision of a communication network; assistance in arranging exchanges; and the development of special projects to focus on issues of broad interest and concern in the system. Again in this survey, interest in access to a degree or certificate was greatest among support staff, technical and trades and other instructors in career programs whose expertise has been developed outside of the conventional university system.

Some provincial statistics are reviewed which indicate that there is a substantial clientele in the college/institute system to be served by a program of human resource development. An estimated 20% of professional employees are over 55 years of age; approximately 80%

are over 40 years. Approximately two-thirds of full-time professional staff have been in their present position for 10 years or more.

The study procedures included visits and communications with other jurisdictions involved in the development and/or the delivery of programs for college/institute personnel. Many of the perspectives and materials obtained have been adapted for inclusion in the recommendations for B.C. presented in this report.

The conclusion is that there is a level of expectation and aspiration among B.C. colleges and institutes that would warrant visible and substantive initiative at the system level.

RECOMMENDATIONS:

The report recommends:
That any system initiative complement, enhance, and supplement services provided at the institutional and individual level.

That a provincial agency be established, as a cooperative venture of the Ministry of Advanced Education and Job Training and the colleges and institutes comprising the system;

That the agency's directions and priorities be determined by a group which is representative of the four regions of the province: Vancouver Island, Lower Mainland, Interior, North - and of the four major participant groups: support staff, faculty, administrators, and board members;

That programs and services be provided by a core of professional and paraprofessional staff with expertise in human resource development complemented by faculty, support staff, and administrators seconded from the field, and assisted by advisory groups comprising representatives of the intended clients;

That basic office, communication, and meeting room facilities be provided; and that other facilities be rented as required, depending upon the nature and purpose of the programming;

That the functions of the system service include:

- the distribution of grants to individuals and to institutions;
- the provision of coordination and communication regarding human resource development opportunities, potential exchanges, materials, innovative practices, etc.;
- the development and delivery of programs, workshops, courses, and seminars on matters of system-wide interest or concern - providing for equal costs of accessing these for all colleges;
- assistance to institutions, groups, or agencies wishing to develop or offer a workshop, course, or seminar in a specific region or for a specific purpose or topic;
- the provision of a resource centre and coordinated access to other resource centres;
- the provision of a province-wide "voice" for college/institute human resource development, to promote and enhance opportunities, and to negotiate with universities and other services on behalf of college/institute human resource development; and,
- that additional functions and services be added as requested by the field, and as resources permit.

That the Council of Principals request an annual grant of $1 million from the Ministry of Advanced Education and Job Training, towards the development of a province-wide service as described in this report.

In conclusion, the report urges that the leaders in the system expedite the process of reaching decisions and of implementing required actions to bring about the enhancement of development opportunities for all B.C. college/institute personnel.

CHAPTER 1

HUMAN RESOURCE DEVELOPMENT
WHAT? FOR WHOM? BY WHOM?

WHAT IS IT?

Human Resource Development is the total of all experiences designed to equip all college/institute personnel to be effective in the performance of their roles. It is an essential component of any college/institute personnel strategy which is designed to accomplish the mission and purpose of the organization. Because the ultimate purposes of our organizations are achieved through student learning, the basic rationale for any human resource development program is "staff development for student development."

To be effective, college/institute personnel must maintain relevance, competence and vitality throughout their careers. The methods by which personnel will maintain and develop these attributes will vary with individual preference and style, with the availability of options, and with the stage in the individual's career. These stages can be simply described:

INITIAL APPOINTMENT TO A POSITION - when basic skills and knowledge must be established, and the individual oriented to the new context.

CONTINUING APPOINTMENT IN THE POSITION - when skills and knowledge must be upgraded, updated, and renewed.

LEAVING OR TRANSFERRING FROM A POSITION - when retraining and reorientation are required.

To maintain effective personnel with high morale and productivity, the needs at all three stages must be acknowledged and addressed.

At each of these career stages, each of four dimensions must be included in a program of development:

THE DISCIPLINE, OR CONTENT SPECIALIZATION.
For an instructor this means the subject matter taught; for a personnel manager it includes the legislation and principles guiding personnel practice; for an administrator it includes the basic concepts of organizational behaviour; for a groundskeeper it is the knowledge of horticulture...

THE DELIVERY, OR PERFORMANCE OF THE ROLE.
For an instructor this requires skills in presentation, curriculum development, student evaluation, innovative strategies to enhance student learning; for an administrator it means acquiring the skills of interpersonal relationships, participative decisionmaking, intervention, and direction required to fulfill his/her role expectations.

THE CONTEXT.
The college/institute environment has unique characteristics that must be understood by all who are employed there: the nature of the adult learner, the diversity of backgrounds, abilities, and styles of students and staff, the multi-ethnic variations and their demands, the legal and societal expectations and regulations governing alternatives, the service-oriented philosophy, the particular climate or culture which is to be fostered, the role of the community, the socio-economic environment of the institution, ...

As the environment changes, awareness of the context must be continually updated.

THE PERSON.

In the ultimate analysis, colleges/institutes are people, all of whom hold some power and influence and also face anxiety, stress, boredom, excitement, aging, obsolescence. These personal qualities and characteristics must also be recognized at all three of the career stages identified earlier, and must be addressed systematically within personnel policy and procedure. Opportunities for personal development are appropriately included in a program of human resource development.

WHOSE RESPONSIBILITY IS HUMAN RESOURCE DEVELOPMENT?

Anyone or any organization or institution committed to quality performance will be interested in and can be expected to take initiative in the development of personnel. In the college/institute setting at least four levels of responsibility can readily be identified:

THE INDIVIDUAL

A basic tenet of professionalism is that the individual acknowledges his/her responsibility to remain competent in the provision of service to clients, and that he/she retains considerable self-determination regarding the choice of the most effective means of ensuring competence. Accountability to the client and to the profession is acknowledged by the professional. When the professional is a member of a publicly funded institution, he/she accepts some limits on his/her autonomy concerning professional development - namely: (1) that professional development funded or supported by the institution must contribute to the achievement of the institution's goals; and (2) that in his/her performance of professional development, the professional is accountable to the institution and to colleagues.

The professional employed in the public sector - like all professionals - is responsible for maintaining his/her own professional competence and is expected to contribute time, money, and energy toward such development.

Although some college/institute employees are classified as "staff" or paraprofessionals, many of these hold orientations to their careers that are similar to those of the professionals. Because they are also self-motivated, they invest considerable personal resources to enhance their performance and to achieve career mobility and satisfaction.

Initiatives by individuals to retain their effectiveness are legitimately expected and, where possible, should be recognized and rewarded by the organization.

THE COLLEGE/INSTITUTE

A college/institute publishes calendars and recruits clients with the implied commitment to provide quality services. The college/institute, therefore, has an obligation to ensure that its personnel policies and procedures ensure competent performance toward the goals of student learning. A comprehensive personnel program for any institution will include:

- clear position descriptions and role definitions
- recruitment and selection procedures which ensure that the best available candidates are appointed
- effective placement and orientation procedures and programs
- effective and fair performance evaluations

- effective opportunities for performance remediation
- fair compensation for quality service
- fair and open policies and procedures for advancement and promotion
- an organizational climate which recognizes and rewards quality performance, initiative, and innovation
- effective goals, policies and programs for human resource development
- effective and fair procedures for termination, transfer, and retirement.

Clearly, although a program of human resource development is an obligation of the institution, it will be effective only to the extent that it is part of a comprehensive and integrated personnel management approach which addresses all the dimensions listed above.

A significant component of any strategy for organizational change, expansion, or improvement must be the development of the personnel in all levels and roles comprising the institution.

UNIONS/ASSOCIATIONS

Unions and associations often devote considerable energy to maintaining criteria of professionalism and performance to enhance the image of their profession or craft, and to ensure a quality of support and interaction among their members. Some associations enforce a Code of Ethics which includes reference to the maintenance of professional competence. Some require certification and regular recertification which is earned according to established criteria of performance. It is not uncommon, therefore, for employee unions and associations to

take initiative and to provide substantial resources for professional development activities. In B.C., for example, local unions, as well as the College and Institute Educators Association (CIEA) and the Society of Vocational Instructors (SVI) have all provided professional development opportunities. Perhaps one of the most effective means of preventing the imposition of external certification requirements is the implementation of effective procedures and programs to ensure at least basic level skills for all members.

THE SYSTEM

Provincial policy makers, legislators and officials of the Ministry of Advanced Education and Job Training, influence, often determine, many of the variables affecting personnel development in the provincial system of colleges/institutes. They also make commitments to the tax payers who support, and to the clients who use, the system. Millions of public dollars are applied to the salaries and benefits for personnel, and the system has a legitimate interest in, and an accountability for, the quality of performance provided.

It is appropriate, therefore, that the leaders of the provincial system be seen to value human resource development, and that they take initiative and commit resources to ensure that all personnel have the opportunity and are encouraged to pursue continuing personal and professional development. For many persons and for some goals, individual or institutional resources will be too limited to provide adequate development opportunities. In such instances, a provincial program or service may be required. In other instances, the province should facilitate the actions of institutions or individuals as they undertake their own human resource development initiatives.

Programs such as the Instructors' Diploma and the Instructional Skills Workshops are illustrations of some province-wide services which have been and are currently being provided in the system.

In their recent report Canada's Community Colleges, (1986), Dennison and Gallagher summarize the current provisions for personnel development in Canadian colleges/institutes as follows:

> *Virtually everyone has agreed that there is a vital need for effective staff development programmes and that institutions must place a high priority on this aspect of the work of colleges. (p.232)*
>
> *Agreement though there may be on necessity, there has been much less concurrence on the orientation and ingredients of a comprehensive development programme. (p.232)*
>
> *Sporadic and uncoordinated professional development events and activities do not constitute a programme. Yet programmes...are required if their objective, the continuing improvement of instruction, is to be realized. (p.234)*
>
> *...every sector of the college community should be involved in their design and planning, in the establishment of priorities, and in the implementation phases. To have sustained value, programmes need to be coordinated and monitored. (p.235)*

The purpose of this study has been to determine an appropriate role for a system-wide human resource development service for colleges/institutes in B.C., and to propose structures and programs and services which would enhance human resource development in all its dimensions for all employees.

This report is based upon the assumption that individuals, institutions, unions and associations, and the provincial government and Ministry can identify mutual goals, and can recognize the need to share in the responsibility for, and funding of, a comprehensive range of human resource development opportunities, services, and programs. The provincial statistics regarding college/institute employees, and the findings of the surveys and interviews which follow in this report, indicate that the scope and nature of the human resource development need in B.C. warrant a significant system initiative at this time.

CHAPTER 2

STUDY PROCEDURES

THE PROPOSAL

Over the past decade many papers have been written and proposals presented regarding personnel development in the colleges and institutes comprising the B.C. post-secondary system. As a result, many useful programs have been provided - some initiated by institutions and some by staff within the Ministry of Advanced Education and Job Training. Until recently the Ministry has retained a staff position charged with the task of facilitating and encouraging professional development initiatives, which have served the post-secondary system. This provincial support has been valued highly by many in B.C. colleges and institutes and has provided a base from which new initiatives are now being encouraged. In recent years in B.C., as in many other provinces and states, the need for expanded development services has been expressed by many groups of employees and by those holding leadership responsibilities.

In the spring of 1987, two subcommittees of the Council of Principals, the Management Development Advisory Committee (MDAC) and the Instructional Development Advisory Committee (IDAC) generated major reports (copies of which are available in college/institute libraries). In November 1987, as a result of the initiatives presented in these reports, the Council of Principals created a steering committee to study the feasibility of developing a provincial centre to enhance human resource development for college and institute personnel. The committee was requested to consider the various reports produced and to recommend to the Council of Principals what actions, if any, should be undertaken at the provincial level.

THE HUMAN DIMENSION

The steering committee was chaired by Mr. Leo Perra, President of Selkirk College, and included representatives from faculty, administration, and the MAEJT. Proposals were invited from the field and from private practitioners to develop a study and report within the Terms of Reference established by the committee (see Appendix A). Dr. Lloyd Morin, President of Camosun College, was asked to conduct the study. He selected Mr. Dick Bate, Dean, Fraser Valley College, and Dr. Grant Kelly, a faculty member from Vancouver Community College, to join him on the study team. In December 1987, the study team submitted its proposed design and procedure to the steering committee and the study was undertaken.

THE IMPLEMENTATION

During January, February, and March, visits were made by members of the team to each of 22 college and institute campuses. A "visit" consisted of a breakfast, hosted by the team, for the college and institute representatives; a 20-minute presentation explaining the background and purpose of the visit; a plenary session of approximately one hour for the completion of an objective-response questionnaire (with provision for subjective comments as well) (see Appendix B); and a series of approximately half-hour interviews with individuals and small groups. (At least two members of the team participated in most of the small group interviews.) Colleges and institutes were asked to select a representative group of participants including, if possible, a board member, the Chief Executive Officer, senior administrators - both instructional and non-instructional, faculty - both instructional and non-instructional, support staff, union presidents, human resource development professionals (if any were on staff), and chairpersons of professional development committees for any employee group (see letter to CEO in Appendix C).

In general, institutions were very cooperative and provided representative groups. In those instances where institutions preferred a slightly different composition of participant groups, these were accepted by the team. A total of 606 members of the B.C. college and institute system participated in the study and replied to the questionnaire.

Approximately half way through the visits, the team was asked by the CIEA executive to focus more directly than it was perceived to have been doing upon the recommendations provided by the Instructional Development Advisory Committee. A supplementary questionnaire was developed for this purpose and was administered to the remaining 326 participants (see Appendix D).

THE ANALYSIS

Responses of the questionnaires - both objective and subjective - were categorized according to employee group and region, and entered into the computer for analysis. Because randomness of selection was not claimed, no statistical analyses requiring an assumption of randomness were made. Simply recording rank orders and frequencies of response to items by various groupings provided indications of the preferences of the large group of college/institute personnel. Inevitably, as a study progresses, the desire for improvements to the instruments becomes evident. However, for the sake of consistency, the instruments were retained unmodified throughout the study, and because the instrument was presented in person, clarifications or explanations were added as appropriate. The follow-up interviews also provided ample opportunity for refinements in responses to be made. The study team believes that the findings reported are an accurate and adequate indication of representative opinion from the college and institute personnel.

The study has provided information beyond that required to address the Terms of Reference. Much detailed information has been compiled which has potential value to any agency, group, or individual interested in scheduling human resource development opportunities for a specific employee group within the system. Information regarding other institutional, regional, provincial, and state initiatives and programs is also on file, as well as sources of resource material for human resource development activities and programs.

A full range of responses was received from most groups on most items in the study. The range of areas of interest, the preferred outcomes of human resource development experiences, the preferred methods for accessing these, the opinions regarding the most appropriate means of organizing for human resource development and of funding programs, the priorities of specific human resource development initiatives - all cover a wide spectrum. The team has attempted to identify the major concerns, principles, and preferences and to devise strategies that will be most effective in serving the greatest number of college/institute personnel.

The team believes that if the steering committee, the Council of Principals, and the MAEJT accept and act upon the recommendations, initiatives will be well received by the intended beneficiaries -- all of those who comprise the college and institute system in B.C.

CHAPTER 3

SURVEY RESULTS

PARTICIPANTS

A total of 606 persons in B.C. community colleges and institutes participated in the completion of an extensive questionnaire (see Appendix A), and in small group interviews. Eighteen categories of participants were identified, with each group further divided to distinguish between new and established incumbents, resulting in a total of 36 potential categories (see Appendix E). In the analysis of results, participants' responses were sometimes divided among a total of 8 subgroups and sometimes, more generally, among 4 major groups - support staff, faculty, administration, board. The level of detail depended upon the nature of the question being addressed.

Table 1, which presents the full distribution of participants, shows that 128 (or 21%) are support staff; 251 (or 41%) are faculty; 214 (or 35%) are at some level of management or administration; and 13 (or 2%) are board members. (For detailed identification of each of the 36 categories see Appendix E.)

Participants were further identified according to the region of the province in which their college or institute is located. Table 2 shows that 105 (or 17%) work on Vancouver Island; 77 (or 13%) in Northern B.C.; 308 (or 50%) in the Lower Mainland; and 116 (or 19%) in the Interior.

TABLE 1
DISTRIBUTION OF PARTICIPANTS BY CATEGORY[1]

Category	Individual		Pair		Participant Subgroup[2]		Major Participant Group	
	n	%	n	%	n	%	n	%
1	42	6.93						
2	4	0.66	46	7.59				
3	14	2.31						
4	1	0.17	15	2.48	61[a]	10.07		
5	10	1.65						
6	1	0.17	11	1.82				
7	13	2.15						
8	3	0.50	16	2.64				
9	20	3.30						
10	2	0.33	22	3.63	49[b]	8.09		
11	14	2.31						(Support Staff)
12	4	0.66	18	2.97	18[c]	2.97	128	21.12
13	14	2.31						
14	1	0.17	15	2.48				
15	16	2.64						
16	0	0.00	16	2.64	31[d]	5.12		
17	29	4.79						
18	7	1.16	36	5.94				
19	108	17.82						
20	15	2.48	123	20.30				
21	48	7.92						(Faculty)
22	13	2.15	61	10.07	220[e]	36.30	251	41.42
23	33	5.45						
24	8	1.32	41	6.77				
25	2	0.33						
26	5	0.83	7	1.16				
27	35	5.78						
28	19	3.14	53	8.75				
29	54	8.91						
30	20	3.30	75	12.38	176[f]	29.04		
31	13	2.15						
32	5	0.83	18	2.97	18[g]	2.97		
33	14	2.31						(Administration)
34	6	0.99	20	3.30	20[h]	3.30	214	35.32
35	13	2.15						(Board)
36	0	0.00	13	2.15	13[i]	2.15	13	2.14
TOTAL							606	100%

1 For description of category details see listing in Appendix E.

2 Participant Subgroups:

- [a] Support Staff - non-instruction related
- [b] Support Staff - instruction/student services related
- [c] Other Paraprofessionals
- [d] Faculty - non-instructional
- [e] Faculty - instructional and coordinators
- [f] Mid Managers, Senior Administration
- [g] Chief Executive Officers
- [h] Other Professional Staff
- [i] Board Members

Note: Because of the differences in position descriptions among colleges/institutes, precise classification is difficult for a small number of participants.

TABLE 2
DISTRIBUTION OF PARTICIPANTS
BY MAJOR PARTICIPANT GROUP AND GEOGRAPHICAL AREA

Area	Support Staff	Faculty	Administration	Board	Region Totals
1 Vancouver Island	n = 22 %(c) = 17.2 %(r) = 21.0	n = 48 %(c) = 19.1 %(r) = 45.7	n = 33 %(c) = 15.4 %(r) = 31.4	n = 2 %(c) = 15.4 %(r) = 2.0	n = 105 % = 17.3
2 Northern BC	n = 20 %(c) = 15.6 %(r) = 26.0	n = 40 %(c) = 15.9 %(r) = 51.9	n = 16 %(c) = 7.5 %(r) = 20.8	n = 1 %(c) = 7.7 %(r) = 1.3	n = 77 % = 12.7
3 Lower Mainland	n = 61 %(c) = 47.7 %(r) = 19.8	n = 115 %(c) = 45.8 %(r) = 37.3	n = 126 %(c) = 58.9 %(r) = 40.9	n = 6 %(c) = 46.2 %(r) = 1.9	n = 308 % = 50.8
4 Interior BC	n = 25 %(c) = 19.5 %(r) = 21.6	n = 48 %(c) = 19.1 %(r) = 41.4	n = 39 %(c) = 18.2 %(r) = 33.6	n = 4 %(c) = 30.8 %(r) = 3.4	n = 116 % = 19.1
TOTALS	n = 128 21.1%	n = 251 41.4%	n = 214 35.3%	n = 13 2.1%	n = 606 % = 100

c = column
r = row

In order to focus on the questions posed for this study, only selected compilations of the data are presented in this report. Other data sorts, and greater detail, however, can be provided at any time from the data base, should these be of value.

TOPICS OF INTEREST

In order to determine the feasibility of providing increased opportunities for human resource development for college/institute personnel, the first question is whether there is interest in pursuing topics related to their areas of responsibility. If there is, it is necessary to identify which employee groups are interested in which areas of study. The questionnaire listed a number of topic areas, extracted from earlier needs analyses, and from conversations with college/institute personnel, and invited participants to indicate which of these were areas they would like to pursue. Three levels of specificity were offered for participants' responses, and spaces were provided to write in topics that were not included. Previous needs analyses were not found for support staff or for most non-instructional faculty, so in these areas fewer suggestions were provided, and the survey provided a first opportunity for many in these categories to identify topics.

The number of topics identified was very substantial for all major groups. The fact that at least some persons in each major category selected topics in each major field of interest indicates a degree of common interest which may be taken into consideration in programming. Some topics clearly attract persons from all four categories.

Table 3 presents the distribution of major topic areas as identified by each major participant group, and Table 4 presents the same data showing the relative priorities of topic areas selected. The reasons for the most popular choices can be readily inferred. Support staff are particularly interested in topics classified as "Personal Development" and "Management/Leadership/Supervision." Discussions revealed that many in this group seek greater career potential and job satisfaction, and, therefore, see these areas as relevant. (The questionnaire did not provide a complete range of suggested topics for this highly diverse group, but persons programming for these employees may find the results a good starting point.)

Faculty also rate "Personal Development" areas very high, second only to their primary interest in "Curriculum/Instruction/Evaluation". As expected, "Management/Leadership/Supervision" are the top priority subjects for administrators and managers; and the same topic rates even higher than "Governance" with the relatively small number of board participants.

Table 5 presents the next level of detail, further dividing the participant categories and the major topic areas. All categories of support staff rate "Personnel Administration/Employee Relations" as the topic of greatest interest; and "Career Planning" and "Interpersonal Relations" also rate highly in all categories. The implications of new technology and resulting new roles also are a matter of substantial interest to support staff. Not surprisingly, instructional faculty rate as their highest areas of interest "Instructional Procedures," "Evaluating Student Learning," and "Curriculum Design," while non-instructional faculty place only one of these - "Instructional Procedures" among their top five choices.

TABLE 3
MAJOR TOPICS SELECTED
BY MAJOR PARTICIPANT GROUP

Major Topic Areas	Support Staff n=128		Faculty n=251		Administration n=214		Board n=13	
	n	%	n	%	n	%	n	%
Governance	33	26.0	67	26.5	123	58.0	10	76.9
Management/Leadership/ Supervision	106	83.5	163	64.4	200	94.0	11	84.6
Curriculum/Instruction/ Evaluation	36	28.4	214	84.6	118	55.7	1	7.7
Student and Instructional Support	68	53.5	155	61.3	109	51.4	4	30.8
College Business and Financial Administration	25	19.5	42	16.7	120	56.3	8	61.5
Institutional Operations	89	69.5	109	43.2	161	75.6	5	38.5
Current Issues in C/I System	23	18.0	98	38.9	121	56.8	8	61.5
Personal Development	109	85.2	178	70.6	141	66.2	6	46.2

TABLE 4
MAJOR TOPICS SELECTED
BY PARTICIPANT GROUP BY FREQUENCY OF CHOICE

% of group selecting topic	Support Staff	Faculty	Administration	Board
100				
95 - 99				
90 - 94			Management/Leadership/ Supervision	
85 - 89	Personal Development	Curriculum/Instruction/ Evaluation		Management/Leadership/ Supervision
80 - 84	Management/Leadership/ Supervision			
75 - 79			Institutional Operations	Governance
70 - 74		Personal Development		
65 - 69	Institutional Operations		Personal Development	
60 - 64		Management/Leadership/ Supervision		Current Issues
		Student/Instructional Support		College Business/Financial Administration
55 - 59			Governance	
			Current Issues	
			College Business/Financial Administration	
			Curriculum/Instruction/ Evaluation	
50 - 54	Student/Instructional Support		Student/Instructional Support	
45 - 49				Personal Development
40 - 44		Institutional Operations		
35 - 39		Current Issues		Institutional Operations
30 - 34				Student/Instructional Support
25 - 29	Curriculum/Instruction/ Evaluation	Governance		
	Governance			
20 - 24				
15 - 19	College Business/ Financial Administration	College Business/ Financial Administration		
	Current Issues			
10 - 14				
5 - 9				Curriculum/Instruction/ Evaluation
0 - 4				

TABLE 5
SUB-TOPICS OF GREATEST INTEREST
BY SUB-CATEGORY OF PARTICIPANT

SUPPORT STAFF

	Non-Instructional	Instructional & Student Services	Other Paraprofessionals
1	Personnel Administration/Employee Relations	Personnel Administration/Employee Relations	Personnel Administration/Employee Relations
2	Interpersonal Relations	Problem Solving/Decision Making	Career Planning
3	Problem Solving/Decision Making	Career Planning	Tied Rank:
4	Career Planning	Computing Applications	Computing Applications
	Adapting to New Roles in Office	Interpersonal Relations	Computerization/Networking
			Adapting to New Roles in Office
			Interpersonal Relations
			Stress Management

FACULTY (INCLUDING COORDINATORS)

	Non-Instructional	Instructional
1	Personnel Administration/Employee Relations	Instructional Procedures
2	Instructional Procedures	Evaluating Student Learning
3	Problem Solving/Decision Making	Curriculum Design
4	Effective Organizational Communications	Personnel Administration/Employee Relations
	Interpersonal Relations	Discipline/Subject Matter Specialization

ADMINISTRATION

	Mid Managers, Senior Administration	Chief Executive Officers
1	Problem Solving/Decision Making	Personnel Administration/Employee Relations
2	Personnel Administration/Employee Relations	Strategic Planning
3	Computing Applications to Management	Tied Rank:
4	Adaptive Leadership	Effective Boardsmanship
5	Effective Organizational Communications	Effective Policy Making & Utilization
		Problem Solving/Decision Making
		Financial Management
		Computing Applications to Management
		Curriculum Design
		Marketing/Public Relations

Although instructional faculty rate "Discipline/Subject Matter Specialization" as number four on their list of priorities, it became evident in conversations that for many faculty this is a primary area of interest. Some faculty, however, separate this pursuit from what they perceive to be included in an institutionally based human resource development program. Three of the five priorities of non-instructional faculty coincide with those selected by support staff, probably reflecting the actual working relationships of these two groups in many areas of college/institute life.

Managers, administrators, and CEO's identify similar but not identical priority areas. The CEO's emphasis on "Strategic Planning" no doubt reflects initiatives in the system which produce the desire for additional study and discussion. The major areas related to "Personnel Administration," "Policy Making," "Leadership," "Organizational Communications," and "Computing Applications to Management" are predictable areas of continuing interest and focus by those charged with administrative responsibilities.

The data bank from the questionnaire provides for a detailed listing of very specific topics, including topics added by participants, for each of the 36 groups. A complete listing is not relevant to this report, but is available for anyone interested in programming for a particular group, or for a particular region of the province.

The title in the questionnaire "Training Topics" was an unfortunate choice since everyone recognizes that, while there are many legitimate "training" activities within a human resource development program for the purposes of specific skill development, a broader "educational or developmental" approach is characteristic of many approaches to personal and professional growth. However, in the actual presentation of the questionnaire it was possible to explain this inadequacy in the printed form and to invite participants to

use the broadest possible interpretation of the section.

> ***The first section of the survey indicates that there are many areas where college/institute employees in all categories seek access to study or investigation and development.***
>
> ***Many of the areas of interest are not unique to any one employee group, although there are apparent differences in priority.***

These findings would tend to support a strategy for human resource development which provides opportunities for some developmental activities which incorporate college/institute employees from a wide range of positions and roles.

DESIRED OUTCOMES

The second section of the questionnaire asked participants to check those possible outcomes of "training experiences" which they perceive to be important. (Reference was made to a "centre" in the questionnaire, reflecting the wording of the Terms of Reference provided for the study, but in the oral presentation, participants were urged to concentrate upon desired outcomes for human resource development rather than how or where the experience would be provided. In the presentation, the term "training" was also expanded to mean any development experience.)

Table 6 presents the priority of outcomes identified by each major participant group. "Immediate, practical application to the job," and "a personal sense of renewal, refreshment" rate very high with all employee groups. "An accumulation of credit toward some credential which I might use to support career progress or salary increase" is a

TABLE 6
DESIRED OUTCOMES OF HUMAN RESOURCE DEVELOPMENT EXPERIENCES
BY MAJOR PARTICIPANT GROUP

% of group selecting outcome	Support Staff	Faculty	Administration	Board
95 - 100				
90 - 94	application			
85 - 89				
80 - 84		renewal application	application	concepts
75 - 79	renewal		concepts	renewal
70 - 74		concepts	renewal	
65 - 69	credit			
60 - 64				application
55 - 59				
50 - 54	evaluation			
45 - 49	concepts			
40 - 44		evaluation		
35 - 39	sequence	credit	evaluation	
30 - 34				
25 - 29	degree	sequence degree	sequence credit	
20 - 24	certificate		degree	sequence
15 - 19				degree
10 - 14		certificate		
5 - 9			certificate	evaluation credit
1 - 4				
0				certificate

priority with two-thirds of the support staff. Interviews reinforced this finding, as many staff expressed a desire for greater career mobility and potential for advancement. Approximately one-third of faculty, and one-quarter of administration are interested in an opportunity to achieve credit, and some suggested attempts at articulation with universities to provide improved access to such opportunities. "Principles, concepts, from which I will derive my own applications" is a desired outcome for professional employees - administration and faculty.

Written comments related to preferred outcomes emphasize both the need for discipline-related upgrading and for development of improved delivery procedures, but some also comment that a provincial "centre" is not required to provide these. A baccalaureate degree in post-secondary education is suggested as a useful outcome, especially for many instructors entering with expertise in their trade or discipline but lacking in the knowledge and skills required to fulfil their roles as professional instructors in a college or institute.

PREFERRED METHODS/MEANS

The questionnaire acknowledges that curriculum and delivery method must be determined according to the intended outcome of the activity, but participants were asked to identify preferred methods for access to a development service or program.

Table 7 indicates that workshops, courses, and seminars are the most popular activity for all participant groups - especially when these are readily accessible within the region or at the home institution. This is a significant consideration for planning any new initiatives or programs for human resource development in the province. "Arranging exchanges with other colleges/institutes" is also identified by

TABLE 7
PREFERRED METHODS/MEANS OF ACCESSING HUMAN RESOURCE DEVELOPMENT
ALL GROUPS

C/I = college/institute

%	Support Staff	Faculty	Administration	Board
100				
95				
90				
85				
80	institution workshop			
75	region workshop	institution workshop		
70			region workshop institution workshop	
65		region workshop		institution workshop
60		C/I exchange		province workshop
55	C/I exchange		C/I exchange province workshop	
50			package	region workshop
45	province workshop	province workshop	industry exchange	
40	reference package	package industry exchange		
35		reference	CBE	
30	CBE	CBE		C/I exchange package
25	industry exchange	LRC	reference HRD planning KNOW	
20	KNOW HRD Planning	HRD planning research KNOW	brokerage	LRC
15	LRC	brokerage	LRC	KNOW CBE
10			research	industry exchange
5	brokerage research			
0				reference

TABLE 7a
PREFERRED METHODS/MEANS OF ACCESSING HUMAN RESOURCE DEVELOPMENT
SUPPORT STAFF

C/I = college/institute

%	All Staff	Vancouver Isle	Northern BC	Lower Mainland	Interior BC
100		region workshop			
95		institution workshop			
90					
85			region workshop		institution workshop
80	institution workshop		institution workshop		
75	region workshop			institution workshop	
				region workshop	
70					
65					
60		C/I exchange	C/I exchange		C/I exchange
					region workshop
55	C/I exchange	package	province workshop	C/I exchange	
		reference			
50		province workshop			
45	province workshop			reference	
40	reference			province workshop	package
	package			package	province workshop
35		CBE	industry exchange	industry exchange	
		HRD planning			
30	CBE	industry exchange	reference	CBE	
		LRC		KNOW	
25	industry exchange		CBE		CBE
					reference
20	KNOW	KNOW	KNOW	HRD planning	HRD planning
	HRD planning				
15	LRC			LRC	
10			package		KNOW
			LRC		
5	brokerage	brokerage	HRD planning	brokerage	research
	research		brokerage	research	
1		research			industry exchange
					LRC
0			research		brokerage

TABLE 7b
PREFERRED METHODS/MEANS OF ACCESSING HUMAN RESOURCE DEVELOPMENT FACULTY

C/I = college/institute

%	All Faculty	Vancouver Isle	Northern BC	Lower Mainland	Interior BC
100					
95					
90					
85			institution workshop		institution workshop
80		institution workshop			
75	institution workshop				region workshop
70		region workshop	region workshop		
65	region workshop			C/I exchange institution workshop	
60	C/I exchange	province workshop	C/I exchange	region workshop	C/I exchange
55					
50		C/I exchange			industry exchange
45	province workshop		province workshop reference	package	package
40	package industry exchange	package industry exchange		province workshop	
35	reference	CBE	package	industry exchange reference	province workshop
30	CBE		CBE LRC industry exchange	CBE	CBE reference LRC
25	LRC	research reference	HRD planning KNOW	LRC KNOW	HRD planning
20	HRD planning research KNOW	LRC		research HRD planning	KNOW
15	brokerage	HRD planning	research brokerage	brokerage	research brokerage
10					
5		KNOW brokerage			
0					

TABLE 7c
PREFERRED METHODS/MEANS OF ACCESSING HUMAN RESOURCE DEVELOPMENT
ADMINISTRATION

C/I = college/institute

%	All Administration	Vancouver Isle	Northern BC	Lower Mainland	Interior BC
100					
95					
90					
85					
80					
75			institution workshop		region workshop institution workshop
70	region workshop institution workshop			region workshop	province workshop
65		institution workshop C/I exchange	region workshop	institution workshop	
60		region workshop province workshop			
55	C/I exchange province workshop	package		C/I exchange package	C/I exchange
50	package	industry exchange	province workshop C/I exchange	industry exchange	
45	industry exchange	CBE		province workshop	
40			HRD planning		industry exchange
35	CBE	HRD planning	industry exchange package	CBE	
30				reference	package
25	reference HRD planning KNOW	KNOW reference LRC	reference KNOW	KNOW	HRD planning reference CBE
20	brokerage		brokerage CBE	HRD planning LRC	brokerage
15	LRC	brokerage research	LRC	brokerage	KNOW
10	research			research	research
5					LRC
0					

all employees as a desired method of learning. Many in the Lower Mainland specifically mention the potential for such exchanges without the necessity of relocating home and family. Others are interested even if a temporary change in locale is required, and would appreciate a service which facilitated such exchanges.

Approximately one-half of all participants identify "seminars, courses at a provincial centre" as a preferred means of accessing training and development. While some activities are clearly preferred "closer to home," there is a general recognition that some services would be appropriately provided to a group of participants drawn from the entire province.

The use of alternative methods of enhancing independent study does not rate as high as those providing for personal interaction. The use of "self-directed packages" is identified by one-half of the administration and by 40% of faculty and support staff. The use of the Knowledge Network is selected by one-quarter of administration and by one-fifth of faculty and staff, with little variation attributable to region of the province. Computer Based Education (CBE) as a means of individual study is preferred by 30 - 35%. Interviews would suggest that these figures might increase if more effective and accessible software and programming were available.

Only 40% of faculty identify "arranging exchanges or placements in business/industry" but subsequent interviews would indicate that this percentage is much larger among those faculty directly involved in career/technical and vocational fields.

"Provide assistance in human resource development planning to individual institutions" is a relatively low priority by all groups in all regions, but is selected by approximately one-third of admini-

stration in areas outside the Lower Mainland, and by one-quarter of faculty in the North and the Interior, perhaps reflecting the lack of positions focussed on human resource development in many of the smaller and mid-sized colleges/institutes.

It is not clear whether the low ranking of "provide brokerage service for other agencies" and "sponsor/monitor action research on teaching/learning" reflects lack of clarity in how these might be implemented, or a true evaluation of their relative priority in selection of appropriate activities for any province-wide service.

Comments written into this section of the questionnaire by participants emphasize the concern regarding access, and suggest that more time be made available, that expertise be brought to the campuses, and that some means be found to assist the distant colleges/institutes with funds for travel. Some also identify their preference for activities away from their workplace, and for participation with colleagues from other colleges/institutes in B.C. and beyond.

ORGANIZATIONAL OPTIONS

One of the most frequently debated issues in the planning and implementing of human resource development is the appropriate organizational structure to provide the programs and services. During the presentations and interviews, the criteria most often identified for determining the suitability of organizational models included:

- stability and reliability of service;
- consistency in quality of service;
- responsiveness and flexibility; and,
- accessibility.

In the questionnaire, participants were invited to select and rank up to three alternatives for organization of a system-wide service. Table 8 shows the total weighted responses of all groups. Two options appear as the clear preferences. Either "a voluntary consortium or network of colleges and institutes - with some permanent consortium staff" or "a unique (i.e. not 'attached') agency with a board comprising representatives of participating groups and program advisory committees advising programmers." The least desired alternative is "an agency for college/institute human resource development attached to a university." The "combinations" and "alternatives" frequently include features of both the consortium and the "agency" models. Other alternatives include providing funds to CIEA to coordinate and staff for professional development; creating a coordinating council involving the British Columbia Association of Colleges (BCAC), Council of Principals, CIEA; using the Open Learning Agency as the centre for human resource development; combining college/institute and private industry initiatives; providing no provincial service but increasing funds to colleges/institutes for their own human resource development programs.

In the section for general comments, fourteen faculty members specifically comment upon their disapproval of a provincial centre. Other comments focus on the need for representation by all groups to be served, and urge that the centre be free of "vested interest" groups.

Table 9 presents the rankings of organizational options by major participant group, and by geographical region. Support staff in three of the four regions choose the "unique agency" ahead of a "consortium with staff" and all categories of participants from Vancouver Island favour that approach. However, the more detailed analysis does not change the major findings as recorded in Table 8.

TABLE 8
PREFERRED ORGANIZATIONAL MODEL
ALL GROUPS

Alternative	Weighted Response[1]	Rank	Frequency of Selection[2]	Rank	Frequency of Selection as #1[3]	Rank
Consortium + staff	577	1	263	1	108	2
Unique agency	542	2	233	2	119	1
Leave as is	302	3	139	4	62	3
Leave as is + coordinator	295	4	145	3	49	4
Agency attached to college	263	5	126	5	31	5
Agency attached to BCAC	252	6	124	6	38	6
Consortium (no staff)	190	7	92	7	31	7.5
Agency attached to COP	168	8	91	8	19	11
Another alternative	127	9	53	9.5	31	7.5
Combination of above	107	10	44	11	26	9
Agency attached to university	106	11	53	9.5	21	10
No opinion or no response					61	

[1] A 'first' choice was weighted 3 points.
A 'second' choice was weighted 2 points.
A 'third' choice was weighted 1 point.
[2] Number of participants selecting this alternative as first, second or third choice.
[3] Number of participants selecting this alternative as first choice.

TABLE 9a
PREFERRED ORGANIZATIONAL MODEL
BY REGION
SUPPORT STAFF

	Item	Vancouver Island n=22			Northern BC n=20			Lower Mainland n=61			Interior BC n=25			All Areas n=128		
		N	S	R	N	S	R	N	S	R	N	S	R	N	S	R
1	Leave as is	5	10	5	5	10	4	7	17	6	2	4	8	19	41	6
2	Leave as is + coordinator	7	13	4	4	9	5	12	25	4	5	8	6	28	55	5
3	Consortium (no staff)	5	7	7	2	4	7	5	11	7	2	3	9	14	25	7
4	Consortium + staff	11	25	2	11	23	1	22	46	2	13	26	2	57	120	2
5	Agency attached to a university	0		0	1	1	9	2	4	10.5	1	2	10	5	10	11
6	Agency attached to a college	6	15	3	5	11	3	10	22	5	4	9	5	25	57	4
7	Agency attached to BCAC	4	9	6	3	7	6	19	40	3	5	10	4	31	66	3
8	Agency attached to COP	0		0	0		0	5	10	8	1	1	11	7	13	10
9	Unique agency	12	29	1	8	18	2	31	77	1	11	28	1	63	153	1
10	Combination of above	1	1	8.5	1	3	8	2	4	10.5	2	6	7	6	14	9
11	Another alternative	1	1	8.5	0		0	4	7	9	5	12	3	10	20	8
12	No opinion	1												1		

N - Number of Responses (either first, second or third choice)
S - Weighted Total Score (first choice = 3 points; second point = 2 points; third choice = 1 point)
R - Rank Based on S

TABLE 9b
PREFERRED ORGANIZATIONAL MODEL
BY REGION
FACULTY

	Item	Vancouver Island n=48			Northern BC n=40			Lower Mainland n=115			Interior BC n=48			All Areas n=251		
		N	S	R	N	S	R	N	S	R	N	S	R	N	S	R
1	Leave as is	9	20	5	8	17	3.5	36	79	3	16	38	2	69	154	3
2	Leave as is + coordinator	8	19	6	10	17	3.5	27	60	4	16	34	3	61	130	4
3	Consortium (no staff)	6	14	7	6	14	6	19	38	8	8	13	7	39	79	7
4	Consortium + staff	21	48	2	23	55	1	49	111	1	17	39	1	110	253	1
5	Agency attached to a university	5	8	9	1	3	9.5	21	40	6	3	8	9.5	31	62	8.5
6	Agency attached to a college	14	29	3	1	3	9.5	23	46	5	6	14	6	45	94	6
7	Agency attached to BCAC	15	28	4	8	15	5	20	39	7	9	22	5	52	104	5
8	Agency attached to COP	7	11	8	2	2	11	14	24	10	2	2	11	25	39	10
9	Unique agency	23	52	1	12	30	2	41	90	2	16	32	4	92	204	2
10	Combination of above	3	6	10.5	2	6	8	5	11	11	4	8	9.5	14	31	11
11	Another alternative	2	6	10.5	3	8	7	14	36	9	5	12	8	24	62	8.5
12	No opinion	1			2									3		

N - Number of Responses (either first, second or third choice)
S - Weighted Total Score (first choice = 3 points; second choice = 2 points; third choice = 1 point)
R - Rank Based on S

TABLE 9c
PREFERRED ORGANIZATIONAL MODEL
BY REGION
ADMINISTRATION

	Item	Vancouver Island n=33			Northern BC n=16			Lower Mainland n=126			Interior BC n=39			All Areas n=214		
		N	S	R	N	S	R	N	S	R	N	S	R	N	S	R
1	Leave as is	4	10	9	6	13	2	34	70	5	5	10	9	49	103	5
2	Leave as is + coordinator	6	13	6	1	1	11	38	73	3	7	13	8	52	100	6
3	Consortium (no staff)	6	14	4.5	2	4	8.5	21	47	7	9	20	4.5	38	85	7
4	Consortium + staff	13	29	2	6	15	1	55	113	1	19	43	1	94	201	1
5	Agency attached to a university	3	7	10	1	2	10	9	17	11	3	7	10	16	33	11
6	Agency attached to a college	10	17	3	4	10	4	29	60	6	11	22	2.5	55	110	4
7	Agency attached to BCAC	7	12	7	3	8	6	14	27	9	10	16	6	35	65	8
8	Agency attached to COP	9	14	4.5	4	9	5	34	71	4	11	20	4.5	58	114	3
9	Unique agency	14	37	1	5	11	3	44	99	2	9	22	2.5	74	174	2
10	Combination of above	5	11	8	2	4	8.5	11	30	8	5	15	7	23	60	9
11	Another alternative	3	6	11	2	6	7	10	23	10	2	4	11	18	42	10
12	No opinion	1			2			1			1			5		

N - Number of Responses (either first, second or third choice)
S - Weighted Total Score (first choice = 3 points; second choice = 2 points; third choice = 1 point)
R - Rank Based on S

53

TABLE 9d
PREFERRED ORGANIZATIONAL MODEL
BY REGION
BOARD

	Item	Vancouver Island n=2			Northern BC n=1			Lower Mainland n=6			Interior BC n=4			All Areas n=13		
		N	S	R	N	S	R	N	S	R	N	S	R	N	S	R
1	Leave as is							1	3	1	1	1	4	2	4	4
2	Leave as is + coordinator							2	5	3	2	5	2	4	10	3
3	Consortium (no staff)				1	1	3							1	1	
4	Consortium + staff	1	1	3	1	2	2							2	3	5.5
5	Agency attached to a university							1	1	5				1	1	
6	Agency attached to a college										1	2	3	1	2	
7	Agency attached to BCAC	2	5	2	1	3	1				3	9	1	6	17	1
8	Agency attached to COP							1	2	4				1	2	
9	Unique agency	1	3	1				3	8	2				4	11	2
10	Combination of above										1	2	3	1	2	
11	Another alternative							1	3	1				1	3	
12	No opinion															

N - Number of Responses (either first, second or third choice)
S - Weighted Total Score (first choice = 3 points; second choice = 2 points; third choice = 1 point)
R - Rank Based on S

Interviews, conversations and written comments helped to clarify the responses to this item. Those speaking in favour of a voluntary consortium often mention the benefits of decentralized control, responsiveness to member priorities, and "ownership" usually reflected in funding support and participation of the members. Those favouring an "agency," comment on the increased stability and predictability of service, the greater efficiency in administration, and the potential for development of a continuing resource of materials, expertise, and consultation supporting human resource development in the system. Many choosing one or other of the two most popular alternatives - i.e., a consortium with staff, or a unique agency with a representative board and programmers - are often seeking common characteristics such as:

- freedom from domination or control by any one sector of the system;
- representative control of the directions, policies, priorities;
- provision of some employed expert staff;
- opportunity for "field" input to programming; and/or,
- involvement of seconded faculty and staff.

The second question in this section addressed the specific issue raised by the steering committee, regarding the appropriate relationship of any provincial "centre" to a number of agencies and groups within the system. Table 10 presents the most frequently selected roles for each group listed. Although there is variation in order, some within all major participant groups suggest that the BCAC, the Council of Principals, and individual colleges/institutes should be involved if there is a "governing board." About half of faculty select the CIEA; half of administration select the Council of Principals; and half of the board members select BCAC. While there is broad support for the idea that the direction of any provincial service must be provided by those who are representative of the clients and institutions to be served, there appears to be some

TABLE 10
ORGANIZATIONAL OPTIONS
PREFERRED AGENCY PARTICIPATION BY MAJOR PARTICIPANT GROUP

Agency Participation	Support Staff		Faculty		Administration		Board	
Governing Board	BCAC	43.8 %	CIEA	50.1 %	COP	55.6 %	BCAC	53.8 %
	CIEA	40.6	SVI	42.2	College	37.8	COP	46.2
	COP	39.8	BCAC	36.2	BCAC	36.9	College	23.0
	College	36.7	College	35.1	CIEA	33.6		
	SVI	31.2	COP	32.3	MAEJT	29.0		
Funding	MAEJT	82.0	MAEJT	85.0	MAEJT	89.7	MAEJT	76.9
	College	18.0	College	20.0	College	16.8	College	23.1
	BCAC	17.0	BCAC	12.0	BCAC	11.0		
Advisory	College	51.6	IDAC	57.4	CIEA	61.7	BCAC	61.5
	MDAC	50.7	MDAC	51.8	SVI	57.0	COP	53.8
	IDAC	48.4	College	51.8	MDAC	56.5	SVI	53.8
	CIEA	46.9	COP	51.4	IDAC	55.1	MDAC	53.8
	COP	44.5	CIEA	49.0	BCAC	47.2	IDAC	53.8
			SVI	47.0	College	45.8	CIEA	46.2
					COP	45.3		
None*	Other college groups	14.0	Other college groups	15.9	Other college groups	23.4	BCAC	15.4
			BCAC	12.4	Other groups	11.2	CIEA	15.4
					BCAC	13.6	SVI	15.4
					SVI	11.2		
					CIEA	10.8		
					MDAC	10.8		

* That is, agency is perceived to have no role to play.

ambivalence as to the form which this representation should take. This is one area where further opportunity for dialogue and exploration of alternatives would have been useful. The steering committee and the Council of Principals will need to determine an appropriate process by which persons representative of the geographical regions of the province and of the major participant groups can be democratically selected by their peers to provide direction in the establishment of major policy and priorities for human resource development.

There does not appear to be uncertainty regarding the role of FUNDING. Well over 80% of all participants indicate that the system as represented by the Ministry of Advanced Education and Job Training has a role in funding any province-wide enhancement of human resource development opportunity; and about 20% identify the participating colleges/institutes as a funding source. Possibly, if a consortium approach were selected as a preferred organization, there would be an accompanying expectation that all the members would contribute in some way in its funding. The percentages do not necessarily reflect the share of costs to be borne by each agency but, given the present resource levels within the institutions, it is probable that significant funding from the province is necessary for any significant developments to be well received in the field.

While most groups express substantial interest in the active involvement of advisors from the field, there does not appear to be enthusiastic endorsement for the advisory committees to be selected on the basis of "agency," union or other group representation. Even the most popular choices are identified by just over half of the participants. Because there is a clear expectation that any programming or services should be responsive to the expressed needs, those advising on the services should be representative of the intended groups of clients.

MAJOR FUNCTIONS FOR PROVINCIAL "CENTRE"

The final section of the major questionnaire invites participants to rank the priority of a number of different functions often suggested for a provincial centre. The results, presented in Table 11, show that each major participant group selected its own training needs as the number one priority. (Again, in presentation of the questionnaire, participants were encouraged to think more broadly than "training" in the narrowest sense.) The responses to this item, which were reinforced during the group interviews, suggest that early provision of services for all four major college/institute groups would be valued highly.

Training for non-college/institute personnel is ranked lower by all participant groups, but a significant number see potential for services to be developed for, or with, personnel from the university, other public sector agencies, the private sector, and the international market. Undoubtedly, some such participation could enrich the environment for college/institute participants on many issues, could make some specialist activities viable, and could produce revenues for additional programming for college/institute personnel.

TABLE 11
PRIORITY ASSIGNED TO MAJOR FUNCTIONS
BY MAJOR PARTICIPANT GROUP

C/I = college/institute

		Support Staff		Faculty		Administration		Board	
		N	R	N	R	N	R	N	R
a	Instructor training for C/I*	114	2	206	1	195	2	9	
b	Support staff training for C/I	120	1	199	2.5	191	3	10	
c	Board member training for C/I	109	4	187	4	184	4	10	
d	Management training for C/I	112	3	199	2.5	197	1	10	
e	Training for university personnel	93	5	149	6	145	8	9	
f	Training 'sold' to private sector	89	7	153	5	149	6.5	8	
g	Training for other public sector agencies	90	6	148	7	151	5	9	
h	Training 'sold' on international market	89	8	150	8	149	6.5	9	

N - Number of responses
R - Rank

SUPPLEMENTARY QUESTIONNAIRE RE IDAC RECOMMENDATIONS

Following a meeting with Paul Ramsey, President, and John Waters, Past President, of the CIEA executive, a supplementary questionnaire was added in the survey, specifically addressing recommendations which had been prepared by the Instructional Development Advisory Committee (IDAC), and presented to the Council of Principals for consideration. Approximately one-half of the interviews had already occurred, but 326 persons responded to the supplementary questionnaire.

The results, as reported in Table 12, indicate substantial support for most of the objectives established by IDAC and, to a considerable extent, corroborate findings in the rest of the study.

Two-thirds of faculty, support staff, and board members, and nearly one-half of administrators/managers support the idea that instructional development for faculty, including librarians and counsellors, be provided separately from non-faculty personnel. Some respondents add, however, that issues which are not limited to instruction should be available to other employees as well, and many encourage initiatives which would reduce fragmentation on issues which faculty and non-faculty personnel face in common. Clearly, whatever organizational provision is made for human resource development in the province, some programs and services should be uniquely designed and delivered by and for faculty.

Four of every five faculty members surveyed after the meeting with the CIEA executive favour an institution-focussed consortium approach, but only two-thirds favour retaining a secretariat. (In the larger questionnaire survey, faculty rate a consortium with staff as the first preference for province-wide services, and a consortium without staff as the seventh choice.) Some conversations

TABLE 12
SUPPLEMENTARY QUESTIONNAIRE
(RE IDAC PROPOSALS)
PERCENTAGE OF YES RESPONSES BY MAJOR PARTICIPANT GROUP

	Proposals	Support Staff	Administration	Faculty	Board
1	separate instructional development	64.1 %	48.2 %	67.9 %	66.7 %
2a	institution/consortium	68.7	69.1	82.9	66.7
2b	institution/consortium + staff	58.2	52.7	64.3	44.4
3	standards/objectives	62.7	60.0	49.3	77.8
4a	network	68.7	81.8	82.1	66.7
4b	credit	80.6	65.5	60.7	80.9
4c	exchanges	74.6	86.4	81.4	55.6
4d	special issues	74.6	79.1	68.6	77.8

suggest that there may have been uncertainty regarding the definition and role of a "secretariat," but the apparent divergence of opinion by this subgroup of faculty is not easily explained. Just less than half of the faculty responding agree with the IDAC establishing standards, goals, and objectives for instructional development toward which individual institutions could aspire. This probably reflects the overriding concern with centralized direction on matters related to human resource development, which undoubtedly was not the intention of the IDAC. Administrators and support staff are somewhat more amenable to the proposed goals and standards, and the few board members responding are the most in favour, probably looking for such guidance.

The idea of a communication network is favoured, especially by faculty and administration. The interviews would indicate that this is valued by, and for, all sectors of the college/institute community, and should be a part of any province-wide strategy.

The interest in credit being applied to a certificate or degree is greatest among support staff. This coincides with the findings in the questionnaire and interviews. Support staff are very interested in career advancement and believe that additional credentials are a pre-condition in most situations. Faculty in some vocational and career programs also express an interest in this possibility. Some who express opposition fear that a credential might become a "requirement."

Faculty and administration are very interested in procedures to facilitate exchanges. The previous survey indicates that exchanges with other colleges/institutes are rated even higher than exchanges with industry, but trades/technical faculty often mention both. Comments reinforce the desire for assistance in arranging exchanges.

Two-thirds of faculty agree with the proposal that the IDAC identify special system-wide issues, but administration, support staff, and board members rate this activity even higher. While it is not clear that participants would see this as a task exclusively assigned to the IDAC, or to a consortium, the value of an intensive focus on major issues facing the colleges/institutes is recognized by all groups.

PROVINCIAL STATISTICS

Some statistics describing the size and characteristics of the intended population to be served will be relevant to decisions regarding provincial strategy. A recent compilation of reports from the colleges and institutes in B.C. (excluding the Pacific Marine Training Institute and the Justice Institute, both of which were included in this study) shows 4332 faculty, 638 administrators, and 1556 staff, for a total of 6526 employees. A 1985 report from the Ministry shows a total of 2926 full-time professional staff, including instructors, other professional faculty and administrators. Given the involvement of numerous part-time instructors and staff, and the fluidity of some programs relying on short-term funding, precise numbers of employees will vary. However, it is apparent that there is a very large population of college/institute personnel who comprise the intended audience for any provincial initiative in human resource development.

Staff of the Ministry of Advanced Education and Job Training provided system-wide statistics related to the age and years of service in the present position for college/institute professionals. The most recent data available were compiled for the system in 1985. Because the succeeding three years have been a period of no- or low- growth, the rate of change in staffing patterns has not been great. While some have retired or left the system and some others have joined, for

purposes of this study we might assume a static situation and simply extrapolate the data, assuming that employees are now three years older. Thus, from Table 13, we could estimate that about 20% of the professional staff are under 40 years of age, and approximately 20% are over 55 years of age.

During periods of retrenchment, lay-offs frequently occur among younger people of lowest seniority, and with slow recovery new positions do not occur frequently. *A provincial strategy for human resource management might, therefore, consider the merits of enhancing early retirement for the 20% in the over 55 year age category to provide opportunity for new young professionals to access the system.*

The 60% in the 40 to 55 age groups constitute a primary focus for upgrading, updating, and renewal activities. While there is no assumption of an automatic relationship between age and reduced effectiveness, the literature and regular observation and experience would suggest that lack of innovation, vitality, and excitement, as well as currency with the subject and methods of delivery, may lag among some of these employees. Because this group will provide the professional leadership over the next critical decades, it is appropriate that initiatives be undertaken to assure their continued growth and development. Fortunately for the students in the system, many individuals and institutions have, to varying degrees, been seeking out opportunities for new and development experiences.

Table 14 shows the age distribution of the chief executive officers in the system as of 1985. While there has been some change in incumbents since that time, it remains apparent that over the next five to ten years, many of the present CEO's will be lost from the system as a result of retirement. The province does not have in place

TABLE 13
1985 AGE DISTRIBUTION
BC COLLEGES AND INSTITUTES
FULL TIME PROFESSIONAL STAFF
(excluding Chief Executive Officers)

Age in 1985	Instructors/Assistants		Other[1]	
	n	%	n	%
52 & over [55][2]	422	21.1 %	185	19.9 %
42 - 51 [45]	752	37.7	367	39.6
37 - 41 [40]	484	24.2	206	22.2
Total 37 & over	1658	83.0	758	81.7
Total under 37	340	17.0	170	18.3
TOTAL REPORTED	1998	100.0 %	928	100.0 %

1 "Other" includes: senior administrators (excluding CEOs), department heads, chairpersons, counsellors, librarians, institutional analysts, etc.

2 Age in 1988

TABLE 14
AGE DISTRIBUTION IN 1985
BC COLLEGES AND INSTITUTES
CHIEF EXECUTIVE OFFICERS

Age in 1985	
60 - 64	2
55 - 59	5
50 - 54	8
45 - 49	4
40 - 44	1
	20

a systematic approach to senior executive development, to ensure a quality of leadership which will be required if the system is to continue to be effective in the challenging years anticipated. *One of the priority concerns of a provincial human resource development initiative might be the development of a strategy for senior executive development.*

In an expanding system, individuals frequently have opportunity to undertake new responsibilities within the system, and thus to enhance their own interest and development. Given the impact of restraint in recent years, opportunities for career mobility have been reduced. If the data presented in Table 15 are extrapolated as above to 1988, approximately two-thirds of the B.C. college/institute professionals have been in their current position for 10 years or more; and 10% to 12% for more than 20 years. This could explain the considerable interest in the system for access to exchange programs with other colleges and with business and industry as well as the perceived need for other opportunities for renewal. (This interest may also be reflected among those who identify potential for involvement in international markets.)

GROUP INTERVIEW SUMMARIES

Many valuable perspectives and refinements to the questionnaire data were received in the small group interviews. The detailed summaries of these interviews are contained in Appendix G. These have been helpful in shaping the conclusions and recommendations of the study, but are not repeated in detail here. It is apparent that on most issues there is a wide range of perspectives and preferences. However, it is also clear that there exists a considerable interest in opportunity for human resource development. Substantial majorities in all employee groups favour an expanded provincial initiative,

TABLE 15
1985 YEARS OF SERVICE IN POSITION
BC COLLEGES AND INSTITUTES
FULL TIME PROFESSIONAL STAFF
(excluding Chief Executive Officers)

Years in Position	Instructors/Assistants		Other[1]	
	n	%	n	%
27 & over [30][2]	16	0.8 %	2	0.2 %
17 - 26 [20]	217	11.0	119	12.7
12 - 16 [15]	482	24.3	189	20.1
7 - 11 [10]	605	30.5	319	33.9
Total over 7	1320	66.6	629	66.9
Total less than 7	662	33.4	311	33.1
TOTAL REPORTED	1982	100.0 %	940	100.0 %

1 "Other" includes: senior administrators (excluding CEOs), department heads, chairpersons, counsellors, librarians, institutional analysts, etc.

2 Years in position in 1988.

with certain conditions and caveats; and most rank the need as "urgent" or "necessary." Even in a period of restrained resources individuals, institutions, and the province should appropriately give priority to the growth and development of all personnel comprising our system.

SURVEY OF OTHER JURISDICTIONS

B.C. is not the only province investigating the need for additional human resource development services for college/institute personnel. Ontario's Council of Presidents and the Council of Regents are engaged in similar discussions, asking if their already extensive regional services should be enhanced by some further provincial initiatives. New Brunswick has an extensive human resource development program and service in place for the colleges/institutes in that province. In 1986 the State of Alabama created a task force to study the needs, and to implement a strategy, for the development of their college/institute personnel. The California Association of Community Colleges offers an extensive array of human resource development services for faculty, administration, board, and student leaders.

Some universities have programs geared to college/institute personnel, as well as Centres for Teaching and Learning for their own faculty. Many examples of extensive programs are also available in the private sector. Of course, some colleges/institutes in the B.C. system have also shown commendable leadership, and occasional cooperative ventures are undertaken.

The team's visits have provided many alternative models and a wealth of materials regarding programming that will be made available to any agency or group which may be enabled to follow up with a strategy for implementation in B.C.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

The study team was charged with responding to specific Terms of Reference provided by the Council of Principals through its steering committee. The conclusions and recommendations arising from the study are, therefore, presented within those Terms.

1. *To determine the degree of interest in and support for a provincial centre for college and institute human resource development.*

The word "centre," which is used in the Terms of Reference for the study, carries many different connotations. Some participants were inclined to assume it would incorporate all the characteristics they dislike most - a large physical plant, an entrenched, detached, unresponsive bureaucracy, a tool of government to dictate educational policy and practice, a self-perpetuating institution exhibiting and enshrining inflexibility and irrelevance. Not surprisingly, these were energetically opposed.

However, there was a great deal of interest among all college/institute personnel in the enhancement of human resource development opportunities throughout the system. While an overriding concern regarding the base level of funding in the system was apparent, most of the participants strongly endorsed continual development of college/institute personnel. Some services can be supplied most effectively and efficiently if they are province wide in scope. Some cannot happen at all if colleges/institutes or regions are obliged to proceed independently. However, one of the principal tasks of a provincial initiative should be the strengthening of human resource development opportunity at the institutional level, and some

of the recommendations will reflect that emphasis. The availability of improved services for human resource development is perceived by a large majority of personnel within the system to be a priority. Based upon the responses received during this investigation, we recommend that a provincial initiative, as described in the following sections of this report, be undertaken in B.C.

2. *To determine the human resource development role(s), including possible programs and curriculum, to be fulfilled by the centre.*

Based upon the survey and discussions, a fully functional provincial "centre" or service should complement and enhance human resource development opportunities made available to individuals; should enable institutions to provide a basic human resource development program for their own employees; should assist in the equalization of access to human resource development opportunities; should facilitate communication and cooperative endeavours; and, should serve as a focus for human resource development initiatives and articulation with the broader community.

Specific provincial programs recommended include the following:

Distribute grants:
Appropriate panels with representation from the field could receive proposals and provide funds:

(a) TO INDIVIDUALS:
- to top-up a salary difference during an extended leave to return to business or industry; and,
- to supplement revenues received from other agencies, private sources, the National Research Council, etc., to make possible an approved professional development activity.

(b) TO COLLEGES AND INSTITUTES:

- to enhance the capacity of the institution to provide effective human resource development service by matching its resources to permit the implementation of a college/institute human resource development strategy/plan that meets certain predefined criteria (perhaps similar to those suggested by the IDAC).

These are illustrative of the grant distribution function and are not exhaustive. Such schemes must not replace any provisions presently available within colleges/institutes or other agencies.

Provide coordination/networking/information sharing

- Electronic and/or print communications should be provided and coordinated for any sub-grouping of college/institute personnel or for the entire college community.
- An exchange network should be established and information on how to accomplish an exchange, etc., should be provided.
- A clearing house of innovative practices should be maintained and promoted.
- Announcements of planned workshops and courses should be distributed in a systematic way on a regular, updated basis throughout the province.

Provide and/or assist in providing workshops, courses and seminars

- Some within a predefined curriculum/program developed and maintained in consultation with field representatives e.g. a revised instructors' diploma; a program for first-time first-level instructional administrators; regional programs for first-time instructors or support staff; or a senior executive development program...
- Some one-time responsive special purpose programs. If the course or workshop is to be held within an institution or region, pro-

fessional planning and implementation could be contracted to the "centre".

- Workshop and programming services would be offered to any specialist groups, or discipline groups within the system, but no group would be obliged to use the services of the "centre."

A program of province-wide workshops, addressing priority concerns identified by support staff, faculty, administration could be provided at one location in the province, with the "centre" arranging all travel and accommodation, and establishing a unit cost for the all-inclusive package, regardless of distance travelled within the province. Attempts would be made to use the opportunity for economies through group purchase plans. Significant provincial funds should go toward this function so as to increase the total resource available to the system, and to equalize opportunity for personnel from remote areas of the province.

Resource centre functions

Many useful tapes, books, videos, etc. are available to assist in self-study, and in group sessions. Some participants in the study identified resources already available in the system which could be made accessible by means of the "network," and other resources will be added.

Human resource development negotiations and articulation with universities and other agencies.

A provincial "centre" could facilitate arrangements with universities to make their services and degree courses accessible to college/institute faculty, administration, and staff; and, could negotiate with business and industry to provide assistance in placements and in funding of college/institute human resource development initiatives. Such a "centre" could also work with the Open Learning Agency to assist in making available human resource

development opportunities by distance education. Although these methods are not popularly sought, no doubt they would be used when preferred alternatives are not available, and as successful programs are developed.

The existence of a provincial centre for college/institute human resource development could provide a focus for new developments in human resource development from throughout North America and beyond, ensuring that the best possible resources and opportunities are available to B.C. personnel. Professional staff and others associated with such a centre would ensure that issues related to human resource development are not overlooked or minimized within the context of competing resources and priorities.

Other valuable services could be added as the field identifies their need and as resources become available. Clearly, priorities must be selected to determine that services most highly valued are provided first. An annual budget in excess of $1 million would be used effectively.

3. To determine the relationship between the centre and provincial institutions and significant others (MAEJT, BCAC, COP, CIEA, SVI, MDAC, IDAC).

The interviews conducted throughout the system made it clear that any "centre" must be seen to be committed to providing service to colleges and institutes and to the wide range of personnel comprising these institutions. Some mix of personnel from the colleges/institutes and provincial agencies - the stakeholders in human resource development - must give direction to the centre.

The position frequently espoused was that the Ministry of Advanced Education and Job Training must be the primary source of funds, but

that it must not become dominant in governance and direction of the services or programs. Many respondents in our study expressed equal interest in ensuring that the service not become the instrument of ANY one group or agency within the system. And the need was often heard to ensure that support staff, trades and technical instructors, mid-managers - those who have felt left out of many schemes for human resource development - are included among the decision-makers and program designers.

The Council of Principals may request that its committees like MDAC and IDAC have a direct advisory role in any such centre. (Some support staff suggest a Support Staff Development Advisory Committee [SSDAC].)

The steering committee asked that the role of certain identified committees and agencies be considered (see Appendix B, page 11.) The findings of the study do not provide clear direction regarding their participation. Because both faculty and support staff are represented by a number of different unions and associations, any one of these might be perceived to introduce a bias not necessarily representative of the entire system. Some faculty and staff are outspoken on this matter. On the other hand, if a service is to be most effective, the interests and initiatives of all participant groups should be included and encouraged.

4. *To investigate and propose one or more appropriate organizational models for the centre.*

The preferences evident in the survey are for either a "voluntary consortium or network of colleges and institutes - with some permanent consortium staff," or a "unique agency with a board comprising representatives of participating groups and program advisory committees

advising programmers." There are features common to both alternatives ...namely, responsiveness to the needs of the field, some degree of continuity of service, some concentration of staffing expertise, and independence from the government or any one agency or group.

While college/institute consortia ensure accountability, they can suffer from the need to expend significant energy and resources on their own maintenance, and run the risk of collapsing in any year when one or two key participants choose to re-allocate resources to other pressing priorities.

Some have proposed a system-wide "continuing education" model, with a core of regular staff supplemented by persons seconded from the field (a human resource development experience for the participants as they assist in designing and delivering human resource development for their own group of personnel); with many services provided on a cost-recovery basis to groups, colleges/institutes, consortia, or regions wishing to use the services. In order to achieve the goal of broad support and acceptance in the system, an organizational model should satisfy the various preferences expressed. However, in the final analysis, the service will be highly regarded and utilized if it is responsive and develops a reputation for reliable quality in its programs and services.

Following the lengthy deliberations of this study, it is recommended that *a unique agency, governed by the colleges and institutes, function in a "continuing education" model to deliver the services listed above*. Continuing education in this context refers both to the orientation to providing responsive client-development services and to the expectation of recovering some of the direct costs from the users of the service.

The proposed agency may require a formal, legal identity in order to receive grants and conduct its business. Because independence from any one institution or agency is a preferred goal of most participants, some form of organizational identity, some mechanism for receiving and distributing funds, and some means of providing coordination, direction, and priority setting are required. However, a practicable alternative may be to have an institution in the system contract with the Ministry and/or other funding sources to receive and account for the funds on behalf of the "centre."

DIRECTION/CONTROL.

In any case, the centre should be directed, staff selected, and program priorities and budgets approved by a group that is representative of colleges/institutes in each of the four regions - Vancouver Island, Lower Mainland, North, and Interior - and of each of the four major participant groups - support staff, faculty, administration, and board, with these representatives selected in some way by their peers. These would be complemented by a representative of the Ministry responsible for colleges/institutes which would be required to provide the funding for the basic service. A reasonable size of group could be achieved by rotating memberships among colleges/institutes and participant groups, ensuring that all regions and all employee groups are represented at all times.

Alternative models of representation could also be effective if they have broad support - including some college/institute and some provincial agency memberships. Ownership of the service by the participants is a primary goal in determining the most appropriate organizational structure. The provincial agency must receive its direction and priorities from a group representative of colleges and institutes in the province.

THE FACILITY.

To implement this recommendation the "centre" would consist of a cluster of offices and work areas, some communication capabilities - E-mail, FAX, etc. - and a meeting room. Conference facilities, etc. would be rented as and where they are needed, depending upon the intended clients. If an activity is designed for upgrading and renewal, a retreat location would be appropriate; if an activity is geared to new faculty in the North region, Prince George might be the location...the "centre" (i.e. the offices) may thus be located wherever reasonable accommodation can be found.

Some conveniences and economies might be effected by locating the centre offices at a college or institute to facilitate support services and utilities. One such suggestion has been the Justice Institute in Vancouver. This decision would have to be weighed against the cost of some loss of independent identity for the centre, but ultimately may be the most practical.

THE STAFF.

A small permanent staff is required to provide the programming, coordinating and leadership. The configuration of staff could take any of a number of forms. Probably the first appointment should be that of a leader - an energetic person sensitive to the system, with a commitment to the enhancement of the personnel comprising the college/institute system, and with a vision of the services to be offered. Other staff could be selected to provide programming services to each component group, e.g. administration, faculty, support staff, board, or they could be selected on the basis of function - a curriculum expert, a conference organizer, a communications/publications person, etc.

Whatever staffing model is decided, the mix of professional and paraprofessional, continuing and seconded, must represent the required

range of skills, as well as awareness of the various clients' priorities, and ability to adapt as needs change. Staff should comprise both continuing personnel having the required expertise, and secondments of faculty, administration, and support staff from the field.

THE PROGRAMS.

Recommended functions for the centre were identified in response to the second item in the Terms of Reference. While the core staff and basic functions would be provided through direct funding of the centre, additional services or courses would be provided on a cost-recovery basis, through direct contracts with a college/institute requiring the service; with a specialist group within the system - of faculty, staff, administration, board; with a consortium - defined regionally or functionally within the system. In short, the centre would function as do many continuing education divisions now found within the B.C. system.

The existence of the centre should not detract in any way from any activities which any specific employee group wishes to pursue independently. There will, of course, be a wide variety of activities and programs developed by individuals or groups in response to needs, interests and opportunities. Faculty instructional development programs or activities can be designed and delivered by and for faculty, with or without the assistance of the centre, as they wish. Similarly, topics and activities specifically of interest to a group of support staff, or administration, or board members could be pursued independently or with the assistance of the centre.

ADVISORY COMMITTEES.

Extensive involvement of persons from the field is clearly required to ensure that programming is being focussed upon their perceived needs in ways which are meaningful and accessible. Most such committees will be task specific ad hoc groups, but some may become

standing committees if they are addressing on-going programs or services. The study would indicate that some of these committees might include representatives of agencies, associations, and committees from the system, as well as specialist groups and institutions.

THE BUDGET.

Given the current fiscal climate in the province, any discussion of supplementary funds is often met with alarm. However, the degree of need, concern, and interest in the system would appear to warrant a significant commitment of public resources to the goals of human resource development in the colleges/institutes. As the system approaches $300 million, with the major allocation to personnel, it does not seem unreasonable to propose an additional $1 million in the system to enhance human resource development. Such an allocation might be distributed as follows:

Grants Distribution Program: Individuals -	$ 200,000
Institutions -	400,000
Conference Programming	60,000
Resource Materials	10,000
Personnel--salaries,secondments,honoraria -	250,000
benefits -	32,500
Facilities, Utilities	16,000
Supplies, Postage,Printing	8,000
Travel, Committee Expenses	10,000
	$ 986,500

5. *To identify other potential human resource development roles for the centre, such as services for international education clients, and other public sector and private sector employers.*

Following the visits and interviews, it is the opinion of the study team that these services should be deferred, because of the urgency and magnitude of the need to serve college and institute personnel, but that they should not be delayed indefinitely. Such expansion of centre functions will enhance the service to the primary audience, by providing expanded experience in other cultures or in the private sector; through sharing in study and development with persons facing similar issues in a different context; or through the generation of additional revenues resulting from external contracts.

6. *To determine the degree of interest in and support for the activities and structures proposed by the IDAC.*

One section of the report specifically addresses this question. In summary, there appears to be substantial support for many aspects of the IDAC recommendations. The IDAC has recommended that it become the responsible agency, addressing the "instructional development needs of the system," giving directions to a "secretariat" which will be funded "to provide 'seed resources' for the development and partial implementation of initiatives and new activities." It is, of course, possible to provide services by means of separate vehicles. However, given the potential for articulation and coordination of services across employee groups which became evident in this study, means should be sought to integrate the goals and programs encouraged by the IDAC within a province-wide service organization. It is possible that any one of two or three alternative approaches could accommodate the recommendations of the IDAC: a college/institute consortium, or the IDAC, could initiate services on behalf of instructors in the system, and selectively use or not use any of the logistical support or programming capacity of a provincial service centre; or, IDAC could become an advisory group to a provincial service centre, with its objectives expanded to incorporate other groups...i.e. the computer

network, newsletter, procedures for exchanges, specific system-wide concerns, etc.

RECOMMENDATIONS:

In summary, this report recommends:

That any system initiative complement, enhance and supplement services provided at the institutional and individual level;

That a provincial agency be established, as a cooperative venture of the Ministry of Advanced Education and Job Training and the colleges and institutes comprising the system;

That the agency's directions and priorities be determined by a group which is representative of the four regions of the province - Vancouver Island, Lower Mainland, Interior, North - and of the four major participant groups - support staff, faculty, administration, and board members;

That programs and services be provided by a core of professional and paraprofessional staff with expertise in human resource development, complemented by faculty, support staff, and administration seconded from the field; and assisted by advisory groups comprising representatives of the intended clients;

That basic office, communication, and meeting room facilities be provided, and that other facilities be rented as required, depending upon the nature and purpose of the programming;

That the functions of the system service include:

- the distribution of grants to individuals and to institutions;
- the provision of coordination and communication regarding human resource development opportunities, potential exchanges, materials, innovative practices, etc.;
- the development and delivery of programs, workshops, courses, seminars on matters of system-wide interest or concern, providing for equal costs of accessing these for all colleges/institutes;
- assistance to institutions, groups, or agencies wishing to develop or offer a workshop, course, seminar in a specific region or for a specific purpose or topic;
- the provision of a resource centre, and coordinated access to other resource centres;
- the provision of a province-wide "voice" for college/institute human resource development, to promote and enhance opportunities, and to negotiate with universities and other services on behalf of college human resource development; and, that additional functions and services be added as requested by the field, and as resources permit.

That the Council of Principals request an annual grant of $1 million from the Ministry of Advanced Education toward the development of a province-wide service as described in this report.

CONCLUSION

The introductory chapter to this report attempts to describe a comprehensive model of human resource development for the college/institute system. This model identifies:

WHEN development opportunities are required, observing that development for each employee is necessary upon initial entry, throughout the term of the employment, and upon exit or transfer;

WHAT is the required content of a complete development program, including the **discipline** or content specialization of the individual, the **delivery** or implementation of the tasks, the **context** in which the task is performed, and the needs and aspirations of the **person**; and,

WHO it is that shares the responsibility for development, including the individual, the institution, the union or associations, and the system.

The visits throughout the British Columbia system have reinforced the position that such a comprehensive definition is required, and that all dimensions and all parties must be active.

This particular study, however, seeks to develop proposals related to the system's perspective. It is not the purpose of this report to develop proposals for all components of human resource development for all individuals, institutions, and associations. It is the purpose to determine what would be the appropriate role for any system-wide, provincial initiative.

The system is represented by positions and agencies which have a province-wide responsibility or perspective. The system should perform those tasks in human resource development which cannot be provided as effectively by any one of the components; should provide leadership and incentive for human resource development in the province; should facilitate and enhance activities of individuals, institutions, and associations who seek to contribute toward compatible human resource development goals; and, should reduce the inequality of access to service among persons throughout the B.C. system.

The Ministry and other provincial government representatives have, in recent years, emphasized the goals of efficiency and productivity in the college/institute system in B.C. Most recently, the same persons have begun to emphasize quality and effectiveness criteria, and are proposing further means of accountability from the institutions through the implementation of various "out-put" measures. It would seem reasonable to expect that the province would, at the same time, recognize the need to enable the development of its principal component of the college/institute system - the people who design and deliver the services, thus contributing to a total provincial strategy aimed at quality performance. The system ought not to attempt to absolve itself of its level of responsibility and service, nor should the other components - the unions/associations, the institutions, and the individuals. An additional provincial contribution equal to approximately 1/300th of the annual operating allocations could be considered a modest initiative, given the perceived urgency of the need for human resource development throughout the system.

This report proposes a means by which the system - the province - can fulfill its mandate, complementing and facilitating the contributions of others. The recommendations contained herein should not in any way detract from other initiatives, by individuals, associations, or institutions, or by voluntary groupings among these. There are, however, some functions which can be most effectively coordinated for all employee groups and institutions across the province - some of these have been described in the report. For example, it may not be effective to maintain two or three separate communication networks or exchange services, or other information, publication or reference services. There are other functions which can most effectively be undertaken by the individual, the institution, or the union/professional association with or without assistance from a provincial centre.

Whether a provincial service has a separate organizational identity, directed by representatives from the field, or exists as a voluntary consortium of college/institute personnel, there will be a similar need for basic staffing, for advisory groups, and for basic supporting services. This report proposes a separate organization model which, it is believed, provides the best chance for continuity, responsiveness, and relevant quality service, with accountability to those providing the funds and to those using the services.

While goals of efficiency, articulation, and integration would appear to be facilitated by joint planning and development, and by cooperative ventures of those with a province-wide perspective, such joint activity may have to be allowed to evolve in some sectors as credibility and trust are developed. This report presents a model of programs, services and structures which are deemed to be appropriate for the B.C. system at this time. With additional resources and experience, additional services could profitably be added. If resources are insufficient to implement the model as presented, a phase-in program may be developed. The system decision-makers must answer some basic questions in sequence:

(1) *Shall there be a province-wide program for human resource development in the college/institute system?*
(This report would suggest an affirmative response)

(2) *Shall the model presented in this report be supported as the preferred provincial response?*
(If the response is negative, the system will be required to make some modification, or to develop an alternative.)

There would appear to be a level of expectation and aspiration in the colleges and institutes that would warrant action which is both visible and substantive, and which establishes clear directions for

future development of the system's program in human resource development.

There is broad consensus among all employee groups that human resource development is essential in order to continue to provide excellent service to adults in the province. The personnel comprising the system will be gratified to see an enhancement of resources and opportunities available for their development. Any mechanism or strategy that brings about that goal will be well supported within the system. *Those in leadership positions in the province should seize the initiative to put the required service in place.*

APPENDICES

APPENDIX A	Terms of Reference for the Study
APPENDIX B	The Survey Instrument
APPENDIX C	Letter to College/Institute Chief Executive Officers
APPENDIX D	The Supplementary Survey Instrument
APPENDIX E	Client Categories
APPENDIX F	Visitation Schedule
APPENDIX G	Group Interview - Comments Summary

1987-11-02

TO: COLLEGE AND INSTITUTE PRESIDENTS

Enclosed please find an invitation to submit a project proposal for the establishment of a Human Resource Development Centre.

The Feasibility Study Steering Committee is interested in receiving proposals from institutions or individuals whom you believe may be interested in undertaking the project.

There is some urgency to initiating the project and therefore a response by November 13, 1987 is requested.

If you have further questions, please feel free to give me a call.

Yours truly,

L. Perra,
Chairman, Feasibility Study Steering Committee

LP/rp

NOV - 6 1987

HUMAN RESOURCE DEVELOPMENT CENTRE
FEASIBILITY STUDY PROJECT

The British Columbia College and Institute Council of Principals invites the submission of a proposal from institutions or individuals to undertake a feasibility study to accomplish the following tasks:

1. To determine the degree of interest in and support for a Provincial Centre for College and Institute Human Resource Development.

2. To determine the human resources development role(s) (including possible programs and curriculum) to be fufilled by the Centre.

3. To determine the relationship between the Centre and provincial institutions and significant others (Ministry of Advanced Education and Job Training, British Columbia Association of Colleges, Council of Principals, College and Institute Educators Association, Society of Vocational Instructors, Management Development Advisory Committee and Instructional Development Advisory Committee).

4. To investigate and propose one or more appropriate organizational models for the Centre.

5. To identify other potential human resources development roles for the Centre such as services for international education clients, other public sector and private sector employers.

6. To determine the degree of interest in and the support for the activities and structures proposed by the Instructional Development Advisory Committee.

Background

The Council of Principals through its human resources development advisory committees has supported the concept of a Centre for Human Resource Development. The initial primary role for the Centre to address is the provision of a comprehensive program to meet the management development needs of the system. Other functions to be addressed include the human resources development needs of board members, support staff, and instructional personnel. The working papers which led to the Council of Principals' decision are attached to this invitation for a proposal.

Project Management

The Feasibility Study will be directed by a Steering Committee comprised of members from the Management and Instructional Development Advisory Committees.

Project Budget

The proposal should include an expenditure plan not to exceed $45,000. The plan should provide sufficient detail to permit an assessment of the

approach to be followed by the feasibility study.

Project Personnel

The proposal should include background information which provides evidence of the following:

- Experience in the field of human resources development
- Professional/academic qualifications to undertake the feasibility study
- Familiarity with the British Columbia college and institute system and a sensitivity to its different constituents.
- Record of performance in comparable project activity
- Excellent interviewing, listening and communicating skills.
- Sensitivity to the requirements for a system-wide strategy.

Submissions are to be forwarded to:

L. Perra, Chairman, Feasibility Study Steering Committee
c/o Selkirk College
Box 1200,
Castlegar, B.C.
V1N 3J1

HUMAN RESOURCE DEVELOPMENT

Feasibility Study

QUESTIONNAIRE
PART I

RESPONDENT CATEGORY: ☐ [_____]
(see Appendix 1) Put category in box. Write detail on line.

COLLEGE LOCATION:
1 ☐ Vancouver Island
2 ☐ North
3 ☐ Lower Mainland
4 ☐ Interior

[1] TRAINING TOPICS

Instructions:

1. First, eight major categories of topics for professional development are proposed. Please indicate those which interest you by placing a check [✓] in the box beside the appropriate number.

2. Second, move to the first level of sub-topics - identified by a Capital Letter and check those which interest you.

3. Third, from those topics identified in 2. (at Capital Letter) circle one or two which are of highest priority for you.

4. Fourth, proceed to detailed listing of topics and select those specifics which are of greatest interest to you.

Suggested Topics for Professional Development:

1 ☐ **GOVERNANCE**

A ☐ Effective Boardsmanship

1 ☐ Roles of board member, chairperson, corporate board
2 ☐ Effective board-CEO relationships
3 ☐ _____
4 ☐ _____

B ☐ Provincial/Legislative Context for College/Institute Governance

1 ☐ Bill 19 - Industrial Relations Reform Act
2 ☐ Roles of provincial agencies in BC
3 ☐ Roles of Ministry of Advanced Education & Job Training
4 ☐ _____
5 ☐ _____

1 GOVERNANCE (continued)

C ☐ Processes for Effective Policy Making and Utilization

1 ☐ _____
2 ☐ _____

D ☐ Mission and Functions of Post Secondary Institutions

1 ☐ community colleges
2 ☐ institutes
3 ☐ _____
4 ☐ _____

E ☐ _____

1 ☐ _____
2 ☐ _____

2 ☐ **MANAGEMENT/LEADERSHIP/SUPERVISION**

A ☐ Problem-solving/Decision-making

1 ☐ Making consultative management styles effective
2 ☐ Decision-making in a retrenchment mode
3 ☐ Leading effective meetings
4 ☐ "Quality Circles" and other options
5 ☐ _____
6 ☐ _____

B ☐ Personnel Administration/Employee Relations

1 ☐ Collective bargaining in a professional employee environment
2 ☐ "Human Rights" implications for college/institute management
3 ☐ Sexual harassment policies and procedures
4 ☐ Managing the "problem" employee
5 ☐ Managing the probationary employee contract
6 ☐ Team building
7 ☐ Technological change and personnel practice
8 ☐ Motivating professional employees
9 ☐ Personnel performance evaluation for development
10 ☐ Personnel performance evaluation for employment decisions
11 ☐ Employee assistance programs
12 ☐ Managing within a collective agreement
13 ☐ Conflict management and resolution
14 ☐ Effective delegation
15 ☐ Job enrichment, employee morale
16 ☐ _____
17 ☐ _____

2 MANAGEMENT/LEADERSHIP/SUPERVISION (continued)

C ☐ Strategic Planning

1 ☐ _____
2 ☐ _____

D ☐ Adaptive Leadership

1 ☐ Alternative leadership styles
2 ☐ Power, Authority, Influence - when and how?
3 ☐ _____
4 ☐ _____

E ☐ Program Evaluation/Development

1 ☐ _____
2 ☐ _____

F ☐ Financial Management

1 ☐ Financial management for non-accountants
2 ☐ Institutional finances for non-administrators
3 ☐ CEO and Bursar roles in financial management
4 ☐ Managing revenue-producing contracts and services
5 ☐ _____
6 ☐ _____

G ☐ Computing Applications to College/Institute Management

1 ☐ Impact of technology on management and mid-management and supporting roles
2 ☐ Information Systems for small colleges/institutes
3 ☐ Information Systems for medium colleges/institutes
4 ☐ Information Systems for large colleges/institutes
5 ☐ Artificial Intelligence (AI) - Expert Systems applications to college/institute management
6 ☐ _____
7 ☐ _____

H ☐ _____

1 ☐ _____
2 ☐ _____

3 ☐ **CURRICULUM/INSTRUCTION/EVALUATION**

A ☐ Curriculum Design

1 ☐ Assessing training needs
2 ☐ Developing flexible, modular curriculum
3 ☐ Relating curriculum and method to desired learning outcomes
4 ☐ _____
5 ☐ _____

B ☐ Instructional Procedures

1 ☐ "Basic survival" for beginning instructors
2 ☐ Effective classroom management
3 ☐ Preparing and presenting effective lectures
4 ☐ Using audio/visual tools and techniques
5 ☐ Cooperative education and work experience
6 ☐ Using CBE/CAI/CAL: using available courseware and systems
7 ☐ Using CBE/CAI/CAL: using authoring languages
8 ☐ Using CBE/CAI/CAL: Other (please specify) _____
_____
9 ☐ Helping the "at risk" student to succeed
10 ☐ "Writing and thinking across the curriculum"
11 ☐ CBE applications in the laboratory
12 ☐ Effective discussion groups and seminars
13 ☐ _____
14 ☐ _____

C ☐ Evaluating Student Learning

1 ☐ Developing evaluations related to learning objectives
2 ☐ Alternative testing strategies
3 ☐ Developing and using test banks
4 ☐ _____
5 ☐ _____

D ☐ Cross Cultural Education

1 ☐ Successful programs for native indian students
2 ☐ Cultural norms of _____ and how to respond
[indicate nationality]
3 ☐ _____
4 ☐ _____

3 CURRICULUM/INSTRUCTION/EVALUATION (continued)

E ☐ Discipline/Subject Matter Specialization

1 ☐ Innovative means to maintain expertise
2 ☐ College/Industry joint appointments - how to
3 ☐ _____
4 ☐ _____

F ☐ _____

1 ☐ _____
2 ☐ _____

4 ☐ STUDENT AND INSTRUCTIONAL SUPPORT

A ☐ Counselling/Advising

1 ☐ Administering student financial aid
2 ☐ Career counselling - tools and methods
3 ☐ Effective group counselling
4 ☐ _____
5 ☐ _____

B ☐ Library/Learning Resources Management

1 ☐ Integration of computerized information access
2 ☐ Integration of learning resource centre and instruction
3 ☐ _____
4 ☐ _____

C ☐ Remedial Programs and Academic Assistance

1 ☐ Implementing "Systems for Success"
2 ☐ _____
3 ☐ _____

D ☐ Student Development

1 ☐ Student government - options for colleges/institutes
2 ☐ Peer counselling/mentoring
3 ☐ _____
4 ☐ _____

E ☐ _____

1 ☐ _____
2 ☐ _____

5 ☐ **COLLEGE BUSINESS AND FINANCIAL ADMINISTRATION**

A ☐ Revenue Generation/College Foundations

1 ☐ _____
2 ☐ _____

B ☐ Entrepreneurial Activity in Colleges/Institutes

1 ☐ Technology transfer at colleges/institutes
2 ☐ _____
3 ☐ _____

C ☐ Intrapreneurs in Colleges/Institutes

1 ☐ _____
2 ☐ _____

D ☐ _____

1 ☐ _____
2 ☐ _____

6 ☐ **INSTITUTIONAL OPERATIONS**

A ☐ Computerization/Networking within and between Colleges/Institutes

1 ☐ _____
2 ☐ _____

B ☐ Recognizing and Adapting to New Roles in the Office

1 ☐ _____
2 ☐ _____

C ☐ Marketing/Public Relations

1 ☐ _____
2 ☐ _____

D ☐ Effective Organizational Communications

1 ☐ _____
2 ☐ _____

E ☐ _____

1 ☐ _____
2 ☐ _____

7 ☐ **CURRENT ISSUES IN THE BC COLLEGE/INSTITUTE SYSTEM**

A ☐ Impact of Changing Demographics, Socio-economic Factors

1 ☐ _____
2 ☐ _____

B ☐ Improving Rates of Participation in Post-Secondary Education

1 ☐ _____
2 ☐ _____

C ☐ _____

1 ☐ _____
2 ☐ _____

8 ☐ **PERSONAL DEVELOPMENT**

A ☐ Interpersonal Relations

1 ☐ _____
2 ☐ _____

B ☐ Stress Management

1 ☐ _____
2 ☐ _____

C ☐ Career Planning

1 ☐ _____
2 ☐ _____

D ☐ _____

1 ☐ _____
2 ☐ _____

9 ☐ _____

A ☐ _____

B ☐ _____

10. GENERAL COMMENTS RE TRAINING TOPICS

_____

_____

_____

HUMAN RESOURCE DEVELOPMENT

Feasibility Study

QUESTIONNAIRE: PART I (continued)

[2] TRAINING OUTCOMES

[a] Which of the following do you perceive to be important outcomes of training experiences provided by the Centre:

(Check as many as apply)

1 ☐ immediate, practical application to the job

2 ☐ principles, concepts from which I will derive my own applications

3 ☐ personal sense of renewal, refreshment

4 ☐ a personal evaluation and feedback re my learning or performance in the training event

5 ☐ courses or modules which fit within a sequence of learning experiences

6 ☐ a certificate

7 ☐ an accumulation of credit toward some credential which I might use to support career progress or salary increase

8 ☐ credit toward a university degree

[b] Review the items you have checked, and circle one or two that would be most significant in determining your participation in any proposed Centre's activities and courses.

[c] COMMENTS RE TRAINING OUTCOMES

_____

_____

_____

[3] TRAINING METHODS/MEANS

Of course, it would be the responsibility of the programmers to ensure that curriculum and delivery method are appropriate to the intended outcomes - e.g. skill development requires opportunity for practice and feedback, while information sharing may use a variety of "one-way" communications...but we are interested in your general observations regarding ways of making a service most accessible and useful to you. So...

[a] Which of the following do you perceive as appropriate means of making training available to you.

(Check as many as apply)

1 ☐ "self-directed" packages (print, audio, video...)

2 ☐ computer courseware/interactive CBE

3 ☐ workshops, courses delivered at your institution

4 ☐ KNOW

5 ☐ books, monographs (library service)

6 ☐ reference service to other programs, services, people

7 ☐ brokerage service for other agencies

8 ☐ seminars, courses at a centre within your region

9 ☐ seminars, courses at a provincial centre

10 ☐ arranging exchanges with other colleges/institutes

11 ☐ arranging exchanges or placements in business/industry

12 ☐ sponsor/monitor action research on teaching/learning

13 ☐ provide assistance in HRD planning to individual institutions

[b] Review the items you have checked, and circle the one or two that would be the most significant in determining your participation in the Centre's activities and courses.

[c] COMMENTS RE TRAINING METHODS/MEANS

_____

_____

_____

[4] ORGANIZATIONAL OPTIONS

A variety of organizational models will be considered, and many factors will influence a final recommendation...the goal is to provide a quality, continuing service, and one which is responsive to the needs of individuals, groups, and institutions within the System. Which of the following alternatives do you believe would be most successful:

(a) **(Rank order your three preferences)**

1 ☐ leave things as they are, with individual institution autonomy and cooperation on specific projects as required (e.g. Instructors' Diploma, specific workshops arranged by BCAC or a host college...)

2 ☐ leave things as they are, but appoint a provincial coordinator or resource person

3 ☐ a voluntary consortium or network of colleges and institutes - with no consortium staff

4 ☐ a voluntary consortium or network of colleges and institutes - with some permanent consortium staff

5 ☐ an agency for college/institute HRD attached to a university

6 ☐ an agency for college/institute HRD attached to a college/institute

7 ☐ an agency for college/institute HRD attached to BC Association of Colleges

8 ☐ an agency for college/institute HRD attached to the Council of Principals

9 ☐ a unique (i.e. not "attached") agency with a board comprising representatives of participating groups and program advisory committees advising programmers

10 ☐ a combination of the above. Please describe: _____
_____

11 ☐ another alternative. Please describe: _____
_____

12 ☐ no opinion

[4] ORGANIZATIONAL OPTIONS (continued)

[b] Place a check under the appropriate column to indicate the appropriate participation of each agency in a provincial centre/service.

(Please respond to each row)

Agency/Group	a None	b On Governing Board	c Funding	d Advisory	e Other
1 Ministry of Advanced Education & Job Training					
2 BC Association of Colleges					
3 Council of Principals					
4 College & Institute Educators Association					
5 Society of Vocational Instructors					
6 Management Development Advisory Committee					
7 Instructional Development Advisory Committee					
8 Your college/institute					
9 Other college groups* Identify:					
10 A university					
11 Other group Identify:					

* e.g. Instructional Deans/Directors, Vocational Deans/Directors, Bursars, etc.

If you checked "Other" for any agency or association, please describe the appropriate role as you see it:

_____

_____

_____

_____

[c] COMMENTS RE AGENCY OR ASSOCIATION PARTICIPATION IN A "CENTRE"

_____

_____

_____

[5] MAJOR FUNCTIONS

[a] Number each of the following from 1 to 8 to indicate your perception of the priority which should be given to each of the following by a provincial Human Resource Development Centre:

a ☐ instructor training for college/institutes

b ☐ support staff training for colleges/institutes

c ☐ board member training for colleges/institutes

d ☐ management training for colleges/institutes

e ☐ training for university personnel

f ☐ training "sold" to the private sector

g ☐ training for other public sector agencies

h ☐ training "sold" on international market

[b] COMMENTS RE MAJOR FUNCTIONS OF A HUMAN RESOURCE DEVELOPMENT CENTRE

_____

_____

_____

Thank you.

HUMAN RESOURCE DEVELOPMENT

January 11, 1988

Feasibility Study

Addressed to Chief Executive Officers of
Colleges and Institutes in British Columbia

Dear

I wish you the compliments of the Season, with the hope and expectation that 1988 will be a positive year at your college (institute).

This letter is much longer than those I normally take time to read, but because I believe the issue is important, I am so bold as to ask you to read it, please, and, further, to ask for your support in carrying out some tasks.

Probably you know that the Ministry has provided funds for a "Human Resources Development Centre" Feasibility Study, and that the Study's Steering Committee, chaired by Leo Perra, has asked me to undertake the task. Because I believe that the development of our human resources is critical if we are to seriously address issues of quality and relevance, I am pleased to be involved in this way. My Board has allowed me some "time-off", and I am ably assisted in the project by Dick Bate, from Fraser Valley College, and by Grant Kelly, from Vancouver Community College. Jack Finnbogason from Kwantlen will also assist as his schedule permits, and other faculty and administrators from a number of colleges have expressed an interest in assisting as we proceed.

Minutes and reports generated in British Columbia over the past decade indicate that we have had a continuing concern for the training and retraining of personnel in our college and institute system. Over the years we have conducted numerous "needs analysis" and have suggested a variety of organizational responses to those needs. During this decade some useful professional development events have occurred, but many of us believe that we do not yet have the kind of program necessary for the present and projected demands faced by our institutions.

2...

Lloyd H. Morin, Chairman of Feasibility Study Committee

c/o Camosun College
3100 Foul Bay Road
VICTORIA, B.C. V8P 4X8

Telephone (604) 592-1281, local 538
Facsimile (604) 592-3600
VMS-DEC MAIL: PSI%68100124::CAMADM::MORIN

In 1978, a Council of Principals' report said:

> "The economies of scale in a system wide program have much to recommend them...effectiveness depends upon:
> - a sustained commitment to a program
> - leadership in implementing a continuing program
> - resources to carry on a continuing program
> - personnel to conduct the program."

In 1988, our colleges/institutes and personnel are ten years older and the context in which we work is even more demanding. There seems little reason to think that the need is reduced. One of the questions remaining is, "How can the objectives of a continuing program or service be realized most cost-effectively, while ensuring that it is responsive to the perceived needs of the variety of clients - individuals, groups, and institutions?" The Instructional Development Advisory Committee and the Management Development Advisory Committee have been addressing these concerns and have suggested various models for province-wide cooperation. We want to learn how you and people in your college(institute) respond to these concerns, and what relevant observations and suggestions you have to contribute...and, yes, we will even make one more attempt to update and validate the training needs.

During the next few weeks, I, or another member of the Study team, would like to visit your college(institute) and spend a few hours in conversation with you, and with others as identified on the enclosed list. One of us will be in touch with you by telephone to get a sense of the staffing configuration and size at your institutions and to agree upon an appropriate sample to be interviewed. On the agreed day, with your consent, we would like to host a breakfast at 7:30 or 8:00 a.m. for you and the others who are to participate during the day, to outline the purposes of the project and to invite everyone's participation in the Study. I would like to follow the breakfast with a full group structured work session of about one hour. Then, for the rest of the day I would like to proceed through short structured interviews with the selected representatives. If you could identify someone at your college(institute) with whom we could work to make the arrangements, I would be grateful. I do hope that you will consider this project of sufficient significance to warrant this investment of time at your college(institute). Please encourage your people to be giving some thought regarding the form of provincial "centre" or service which would best service the human resource development needs at your college(institute). Perhaps you will want to distribute copies of this letter to those who will be participating in the interviews at your college(institute).

After visiting all our colleges and institutes, and some other programs and centres, our team will attempt to put together some viable alternatives for us to consider in British Columbia. Our draft report will be vetted by the Steering Committee and then by the Council of Principals and any other groups. Our team is committed to every possible effort to ensure that we produce a report and proposals that will facilitate positive and significant action in personnel development.

You will be called within a few days to establish a time for our visit to your campus. As you can appreciate, because we want to visit every college and institute, and yet produce a report this spring, our schedule is very tight, so I am requesting your assistance in making people available for the study even though I recognize that this will be an imposition upon your already full program. If you wish more details at this stage, please call me, or the Study's executive secretary, Mrs. Lois Alsbury, or one of the other team members.

I look forward to meeting with you very soon.

Yours very truly,

Lloyd Morin

HUMAN RESOURCE DEVELOPMENT

Feasibility Study

TO BE INTERVIEWED AT COLLEGE/INSTITUTES

Board Chairperson or appropriate other Board member

Chief Executive Officer

Deans/Directors

Instructional Development Officer (if any)

Personnel Manager

Committee Chairpersons or persons responsible for dispensing PD funds

Union chairpersons/presidents - faculty
- staff

Faculty representatives from:
- arts/sciences
- ABE
- careers/technologies
- trades/vocational
- counsellors
- librarians

Approximately 5-10% sample with at least one part-time member in each instructor group.

Support staff representatives from:
- secretarial/clerk
- buildings/grounds
- classroom/lab support
- learning resources/ AV/library
- advising/student services
- other paraprofessional support

One from each group.

A representative of the team will be in direct contact with the designated person at each college/institute to develop the specific list of participants.

HUMAN RESOURCE DEVELOPMENT

Feasibility Study

SUPPLEMENTARY SURVEY
RE: IDAC PROPOSALS

Although some of these issues have been addressed in the context of the general survey you have completed earlier, we have been asked to zero in specifically on these recommendations presented by Instructional Development Advisory Committee (IDAC).

Please, check your responses and add your comments to the following:

Check one:

Response provided by:
- ☐ faculty member
- ☐ administrator/manager
- ☐ support staff
- ☐ board member

Which of the following recommendations of the Instructional Development Advisory Committee do you endorse:

[1] that "instructional development" (i.e. development for faculty including librarians and counsellors) be provided separately from that for non-faculty personnel (i.e. support staff, administrators, board members).

☐ yes ☐ no

Comment: _____

_____

[2] (a) that any instructional development organization have an institutional-level focus, with a voluntary consortium of instructors across the system.

☐ yes ☐ no

Comment: _____

_____

(b) If yes to (a), that the consortium retain a person(s) to serve as a secretariat to facilitate the consortium's programs.

☐ yes ☐ no

Comment: _____

_____

[3] that the IDAC establish standards, goals and objectives for instructional development toward which individual institutions would aspire.

☐ yes ☐ no

Comment: _____

_____

[4] that a provincial consortium for development of faculty seek means to accomplish the following:

(a) an Instructional Development Communication Network including electronic communication links among designated contact persons at each institution.

☐ yes ☐ no

Comment: _____

_____

(b) a procedure for allocating credit for individual's professional development activities which can be applied toward a certificate, diploma or degree, possibly through OLA.

☐ yes ☐ no

Comment: _____

_____

(c) a structured approach for the development and identification of exchanges, leaves and secondments with other institutions and with industry.

☐ yes ☐ no

Comment: _____

_____

(d) that specific system-wide objectives or concerns be identified for special system-wide attention for a designated time period. (i.e. improving the skills of students in college and institute programs in writing, reading, and thinking.)

☐ yes ☐ no

Comment: _____

_____

Feasibility Study

CLIENT CATEGORIES

	Established	New*
Secretarial and Clerical Staff.	1	2
Buildings/Grounds Staff	3	4
Classroom/Lab Support Staff	5	6
Learning Resources/AV/Library Support Staff	7	8
Advisors/Student Services Support Staff	9	10
Other Paraprofessional Support Staff.	11	12
Librarians.	13	14
Counsellors	15	16
Instructors - part time	17	18
Instructors - full time	19	20
Department/Division Chairpersons/Coordinators	21	22
Non-Instructional Mid-Managers (Personnel, Purchasing, Building)	23	24
Educational Development Officer	25	26
Instructional Deans/Directors (including Associate and Assistant)	27	28
Administrative Deans/Directors/Bursars/Campus Principals .	29	30
Chief Executive Officers.	31	32
Other Professional Positions.	33	34
Board Members	35	36

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* NEW = up to one year in position for support staff
= up to two years in position for others

HUMAN RESOURCE DEVELOPMENT

Feasibility Study

B.C. Colleges and Institutes
SCHEDULE OF VISITS
1988

Friday	January 15	Camosun College
Tuesday	January 19	North Island College
Friday	January 22	Pacific Marine Training Institute
Thursday	January 28	Kwantlen College
Monday	February 1	Vancouver Community College - King Edward
Tuesday	February 2	Vancouver Community College - VVI
Wednesday	February 3	Vancouver Community College - Langara
Tuesday	February 9	Selkirk College
Wednesday	February 10	East Kootenay Community College
Monday	February 15	Justice Institute of British Columbia
Wednesday	February 17	Open Learning Authority
Friday	February 19	Emily Carr College of Art & Design
Tuesday	March 1	College of New Caledonia
Wednesday	March 3	Northern Lights Community College (Dawson Creek and Fort St. John)
Monday	March 7	Okanagan College
Tuesday	March 8	British Columbia Institute of Technology
Wednesday	March 9	Cariboo College
Friday	March 11	Northwest Community College
Tuesday	March 15	Malaspina College
Thursday	March 17	Fraser Valley College
Friday	March 18	Capilano College

GROUP INTERVIEW SUMMARIES

An important aspect of the study was the interviews conducted with groups of personnel within the colleges/institutes.

This appendix includes a precis of comments made. They represent "notes" taken during group interviews, and thus, often, address an issue only partially. When similar comments have been repeated, they are not necessarily repeated in this summary. However, where common themes have emerged these have been incorporated into the findings and recommendations of the report.

I - SUPPORT STAFF

PERCEIVED PROBLEMS

Support staff needs not adequately addressed in questionnaire
Support staff needs tend to be overlooked or given a lower priority within colleges/institutes
Lack of opportunity for release from jobs for professional development
Lack of replacement workers for support staff on professional development
Lack of dollars allocated for support staff professional development
Lack of equity in allocations of support staff dollars
- physical plant ignored
- same few use funds
- varies with supervisors

Diverse needs among support staff - some activities don't apply
Lack of communication among support staff in similar roles at other institutions
Lack of information to support staff re available opportunities
Large travel and accommodation costs exceed available funds
Non metro areas have less access to opportunities
Sense of being blocked from career advancement
Role in institution not appreciated

PERCEIVED TRAINING NEEDS

Understand the mission, and priorities of the college personal renewal
Automated office skills - equipment operation and new office relationships
Orientation to college and job
Customer relations
Access to new skills for career advancement

SUGGESTIONS, RECOMMENDATIONS

SERVICES

Provide funds for support staff development and release time and replacement workers
Provide equalization funding to assist remote colleges with access
Provide opportunity for some activities involving staff with faculty and administration to emphasize the team nature of the job (especially those supporting instruction with instructors)
Provide a networking, information sharing, clearing house that includes support staff at all colleges
Encourage exchanges of support staff among colleges/institutes
Provide access to university courses or other credit courses for support staff to open opportunities for career advancement
Train senior administration to recognize the role of support staff and their need for development
Provide varied programs to meet the varied needs of support staff

PROVINCE ORGANIZATION

Provide a central site for coordination, dissemination, communication
Deliver services in a number of locations and methods, including many on-site to reduce travel time and costs
How about an SSDAC? (along with MDAC and IDAC)
Include support staff in governing body and in programming staff
Have a core staff for continuity plus secondments for creativity and responsiveness
Have a board representative of geographical areas too
Be sure to have unions "on board"

Question 1
Do you support in principle the idea of a provincial centre of some sort for human resource development for college/institute personnel?

Yes - 17
No - 0

PRIORITY

Urgent - 10
Necessary - 4
Important - 3

(These represent the number of small groups interviewed in the support staff category who expressed their perception of the priority of additional human resource development initiative in the system.)

II - FACULTY

PERCEIVED PROBLEMS

Lack of professional development time at the college
Cost of travel for distant colleges
Lack of adequate funding for existing functions (some resentment that funds are even being spent on the study)
Difficult to use existing available time productively
    -e.g. non teaching months, days
Vocational faculty usually have full year committed to teaching, without time for human resource development or other activities
Part-time faculty aren't eligible for funds for professional development or for release time, and often lack preparation for jobs
Lack of funds for replacement instructors
Amount of "personal" rather than "work" time required for human resource development
New instructors often have no training before they begin
Confusion of definitions and relationships of professional development, instructional development, organizational development, human resource development

PERCEIVED TRAINING NEEDS

Different needs apply to: the new instructor (eg. orientation, and initial skills)
:the poor instructor
:the good but tired instructor
Updating and refreshment in own discipline specialty
Technical, nursing, office administration faculty great need for updating
Technical/vocational instructors need to get back into the workplace
Funds to complement those received from other sources (NRC, industry, awards...)

SUGGESTIONS, RECOMMENDATIONS

SERVICES

Must be practical but be academically respectable
Because needs vary there must be a variety of services and programs delivered in a variety of ways and locations
Some services need to be outside the institution for renewal
Just give the dollars to faculty members and they'll decide how to spend them most effectively
Industry and college exchanges
Clearing house function strongest for province-wide (provide electronic communication among colleges)
Must respond to expressed needs, and be flexible
Participation is voluntary not dictated
Provide earmarked dollars to each college/institute for human resource development... one fund for professional; one for support. Not part of FTE driven grant (for paid leaves, subject areas, departments...)
For part-time faculty opportunities must be locally available at convenient time (since no funds)
Ease of access is paramount - when instructors are available
Bring in scholars - for renewal
Provide program to reach remote areas
Credit banking and access to graduate courses on the spot
Avoid universities - colleges can teach instructors practical skills
Include programs for student and support services personnel
Provide for both concerns - the college role and instructional development
Get best expertise - maybe within province, or outside

PROVINCIAL ORGANIZATION

Must be headed by a person with vision and staffed by seconded experts (some permanent staff + people from system)
Concern about the idea of "Centre". Favour "clearing house"
Must provide new resources and not draw away from existing resources
Idea of "secretariat" better than a mandated, superimposed, centralized facility, but must have a core staff for continuity
Use seconded faculty to participate as leaders and to supplement core staff
Should provide some standard of quality that dosen't occur now
Benefit from economies of scale
Avoid having just one instructional doctrine
Governance must reflect representatives (grass roots control)
Avoid we/they:faculty/others split
Not dominated by funding agency, but accountable to clients served
No need for provincial initiative - leave things as they are
Don't start so grandiose that it can't reach objectives
Need to keep instructional initiative separate - too much suspicion
Leave professional development in collective agreements at the college level - not a central facility
Centralized support and decentralized delivery
Include unions
Don't let an organization involving "mixed groups" result in lower priority for faculty needs
Trades instructors groups may benefit from more centralized approach
One umbrella organization is better than two separate human resource development strategies; don't separate administration and faculty
Board and management from various institutions
Funded by MAEJT
by joint venture industry/education

Full range of alternatives proposed for provincial centre
- stand alone, connected to a college

Consortia of common programs could be valuable and could be facilitated by a provincial organization - but will fall apart if dependent upon volunteer support

A centre should provide leadership for all groups

Faculty should feel free to buy in - but not forced

Pick up on college initiatives and help others have access

Keep dollars at the institutional level

Location of service - not at a university
- separate from any major institution
- delivery around the province
- resort/retreat centre good for some functions

Question 1:
Do you support in principle the idea of a provincial centre of some sort for human resource development for college/institute personnel?

Yes - 15
No - 2
Yes and No - 1

PRIORITY

Urgent - 11
Necessary - 6
Important - 4
Useful - 1

Urgent - even if it has to come off the top
Such an initiative is long overdue
Provincial initiative necessary - too important to leave to individual discretion of institutions or individual service
Time is right to marry training and education

(These represent the number of small groups interviewed in the faculty category who expressed their perception of the priority of additional human resource development initiative in the system.)

III - MID-MANAGERS

PERCEIVED PROBLEMS

Excellent teachers have been promoted to become so-so managers
Mid-managers often left out of provisions for professional development
Lack of incentives and recognition of competency and achievement
Lack of resources to use available human resource development services
Difficulty of access to Vancouver, etc.
Lack of basic instructional skills for beginning teachers

PERCEIVED TRAINING NEEDS

Release time
Trained replacements
Coordination
Skills in supervision, time management, motivation, delegation
Skills in performance evaluation

SUGGESTIONS, RECOMMENDATIONS

SERVICES

Information, advice
Networking - by computer
Consulting, career planning - develop our bright young staff
Itinerant trainer for a specific topic
Use expertise from the system - seconded and also new people
Facilitate exchanges
Facilitate access to available human resource development activities

PROVINCIAL ORGANIZATION

Approachable, working relationship with users
Some activities for separate groups and some together
One umbrella organization which doesn't leave out any group
Structure driven by needs
Some curriculum and full time staff and funding to ensure some continuity
Avoid bureaucracy which dictates and costs
Avoid dampening innovation
Avoid superficiality
Ministry funded but independent of all institutions
College representatives on board and/or as advisory
Ok to have it attached to college
Funding - as designated MAEJT grant - too much control in MAEJT??
Core funding plus cost recovery programming?
Small - advisory committee and staff to start
Recognize areas of special needs but not a good policy to fragment personnel more
Criteria for locating services - accessibility,
- retreat location
- weather
- cost
- recreational facilities

Equalization assistance for travel
Identify specialization existing at each college and encourage inter-college visits
Provide sufficient funds to participate or else expectations won't be met and dysfunctional results

Question 1:
Do you support in principle the idea of a provincial centre of some sort for human resource development for college/institute personnel?

Yes - 7
No - 0

PRIORITY

Urgent - 4
Necessary - 3
Important - 1

We can survive without it, but we can't be first rate without it. - especially for staff
Whole idea is long overdue

(These represent the number of small groups interviewed in the mid-managers category who expressed their perception of the priority of additional human resource development initiative in the system.)

IV - PROFESSIONAL DEVELOPMENT OFFICERS OR COMMITTEE CHAIRMEN

PERCEIVED PROBLEMS

Lack of relationship with organizational development
"Faculty development is best pursued through the faculty association on an individual basis."
System suffers from insularity
Difficult to release support staff for study
Too much spent on travel and tuition - especially to agencies originating outside B.C.
Need policy re human resource development
Hard to get space in the college for professional development
People get release time for curriculum development but because they lack expertise each one uses most of the time learning basic skills and new curriculum doesn't result
Instructor training is watered down. Instructional development not adequate to today's needs

PERCEIVED TRAINING NEEDS

Start with the needs of the organization
Money needed to fund short term and longer term leaves
Ongoing programs with ongoing review
A future orientation to training needs
Curriculum development expertise

SUGGESTIONS, RECOMMENDATIONS

SERVICES

Information sharing, clearing house
Facilitator
Quality control and feedback re human resource development
Provide access to industry experiences
Team available to go to a college
Coordination needed

PROVINCIAL ORGANIZATION

Need initiative to come from the institutions
Don't take over institutional responsibilities
Use seconded expertise from the system
Could use existing organization eg CIEA
Representation from client groups rather than from colleges
Could attach to a college
Seed money needed for 5 years
Key is quality people

Question 1:
Do you support in principle the idea of a provincial centre of some sort for human resource development for college/institute personnel?

Yes - 3
Yes and No - 3

PRIORITY

Urgent - 2
Necessary - 2
(qualifications re $)

(These represent the number of small groups interviewed in the professional development officers or committee chairmen category who expressed their perception of the priority of additional human resource development initiative in the system.)

V - ADMINISTRATION

PERCEIVED PROBLEMS

Lack of time and money for management development
Lack of provision for replacement relief, release
Expense and inequality resulting from travel costs
Employees need to assume greater responsibility for own professional development
Need commitment by CEO's to human resource development
Who is preparing for exodus of retirees?
Administration's needs are not addressed by any existing agencies
Some colleges have not had staff development as a priority
Support staff are neglected group
People are complacent and secure and don't seek challenge
Ironic that educators don't lead the way in their own human resource development
Variation between real needs and perceived needs
Variation between opportunities in vocational/career vs academic

PERCEIVED TRAINING NEEDS

Preparation of future administrators from young managers (certification of administration??)
Instructional renewal needed
New instructors need to know college mission as well as instructional skills
System orientation for new senior administrators to reaffirm the philosophy of the college "movement"
Need to adapt to changes in environment
Close the loop after evaluation findings

SUGGESTIONS, RECOMMENDATIONS

SERVICES

Skill specific
Comprehensive, for all personnel
Facilitator, coordinator, not standardization
Assist mid-managers the way instructional skills workshops
assist instructors' travel equalization
Clearing house, idea exchange
Training linked to career growth
Ladder some topics to lead to preparation for admin
Credit bank useful for some seeking degrees
Decentralized, flexible, individualized delivery transportable
System-wide activities for all on common issues
Faculty and staff exchanges (also students and boards) concentrate on local, institution specific
Consider intensive two-week residential package attached to a university
Do a few things well
Meet institutional goals
Address non-instructional specialized areas
Supervisory roles of managers (careful of word "skills")
Access to resource materials
Focus on specific institutional needs - enough general stuff out there already
Stay away from certification of instructors
Have educator work with faculty to build trust and open dialogue re professional strategies to improve teaching/learning
Don't overdo long term leave to proceed to degrees

Train in use of new electronic-conferencing and then use it
Keep focus on improving service to students, not selfserving
Focus on leading edge of content area
Provide sessions for whole group of managers from one institution - link professional development to organizational development

PROVINCIAL ORGANIZATION

A formal organization
Possibly by consortium
Something like a community education model from which individuals select
More centralized, more effort needed to stay up-to-date
System-wide issues need to be addressed by a provincial centre
Small core staff
Circulate seconded staff, using expertise in system
Minimal coordinating staff (like institutional evaluation)
Needs separate and secure funds - for stability but no funds for contribution from this college (is a foundation possible?)
Each college should contribute, budgets should reflect the priority of human resource development, but the Ministry shouldn't dictate it as a priority
Maintain autonomy from government and ministry
Separate from university
Not coopted by any group - transcend one component's control
Don't interfere with, replace, or delay what is already in place
Have a strong provincial centre, don't farm out to colleges, but beware of hierarchical bureaucracy
Build from grassroots
Impartial, independent
Progressive - forge links with degree granting institutions
Avoid "two solitudes" approach - instructors and managers need to share the same space

Avoid provincial "super-fix"
Involve local industry in technology transfer
Board of Directors - representatives from colleges and 1 from Ministry plus advisory committees
Funding: government, colleges, users
Mix of core grants and participant "chits"
Establish by legislation
Constituent representatives - staggered - with annual turnovers
Could involve experts from outside college system
Needs wholehearted Council of Principals support
Appointed directors but not representational or mission will be overlooked
Create a squad to serve all institutions
A consortium is slow and unwieldly
Need someone to create and maintain the vision
Use many market channels
All parts should be integrated - don't create divisiveness
IDAC wasn't advocating a "separate" development for instruction
Location - accessible, complementary services, support services
Check out Washington State model
Don't rely on annual voluntary membership in consortium for basic infrastructure

Question 1:
Do you support in principle the idea of a provincial centre of some sort for human resource development for college/institute personnel?

Yes - 15
Yes and No - 1
No - 1

PRIORITY

Urgent - 11
Necessary - 6
Important - 4

Urgent, even if funding comes from existing sources
No 1 priority to improving instructors presentation skills
Situation is urgent, some employees are 10-20 years outside the real world

(These represent the number of small groups interviewed in the administration category who expressed their perception of the priority of additional human resource development initiative in the system.)

VI - BOARD

PERCEIVED PROBLEMS

Too many high priced hucksters in private sector
People who need it most do the least
Leave on a seniority basis not most effective

PERCEIVED TRAINING NEEDS

Need to develop the individual
Board members need more information
Need to get people away

SUGGESTIONS,RECOMMENDATIONS

SERVICES

Networking key for remote colleges
Board members should be taught by other board members not by management/staff people
Variety of methods
Start small, build good base
Travel subsidy for remote colleges

PROVINCIAL ORGANIZATION

BCAC should be involved in board member development
Secondment of staff
Should be viewed as instrument of government policy - to prepare system to implement policy objectives
Shared funding leads to more involvement
Basic infrastructure not government dictated

Linkages with industry important
Need long term funding
Keep as free as possible from groups or constraints responsive
Beware of inbreeding - feeding on mutual mediocrity
Keep all levels involved
Need more cooperative effort board/administration/staff
Facilitate but don't dominate
Keep all groups working together toward common goals accessible
Allow colleges to bid on providing services and evaluate
Avoid insularity - interact with business and industry

Question 1:
Do you support in principle the idea of a provincial centre of some sort for human resource development for college/institute personnel?

Yes - 14
No - 0

PRIORITY

Urgent - 4
Necessary - 6
Important - 1

(These represent the number of small groups interviewed in the board category who expressed their perception of the priority of additional human resource development initiative in the system.)

VII - UNIONS

PERCEIVED PROBLEMS

Staff and part-time faculty are overlooked in professional development opportunities
Support staff need opportunity for career advancement
Separation of faculty and administration communities
Faculty so involved with teaching don't get around to professional development
Burnout

PERCEIVED TRAINING NEEDS

Support staff need management skills training
Technological change
Interpersonal skills
Part-time faculty need funds and time
Struggle for local operating funds
Need to improve awareness of each other - academic and technical
A semester of "development" with a plan for change in the instructor's role

SUGGESTIONS, RECOMMENDATIONS

SERVICES

Enable expert instructor work to be recognized by administration
Need access to others
Reduce isolation
Computer networking important
Staff exchanges
Include support staff
Access to latest materials

PROVINCIAL ORGANIZATION

Provide coordination, delivery, quality control
Advisory body comprising participating institutions
Provide service to specialist areas but accessible
Not to be a Teachers Certificate College
Particpation not mandated
Not a centralized facility which directs our activity
Voluntary consortium consumes endless hours - need professional coordinators
Supplement what is already in place
Grass roots programs
Local human resource development people should be coordinated by a provincial coordinator and programming determined by them
Our college can go it alone
Autonomy of departments within colleges necessary
Money spent at college as determined by the college
Use volunteers and paid core staff
Provincial coordinator more cost-effective
Training to convert artists to art educators is unacceptable

Question 1:
Do you support in principle the idea of a provincial centre of some sort for human resource development for college/institute personnel?

Yes - 8
No - 1
Yes and No - 1

PRIORITY

Urgent - 2
Necessary - 2
Important -2

Urgent at entry level especially
Not priority in relation to other needs in the base
Money for capital more important than for human resource development
Satisfied with human resource development as now is
Local operating funds higher priority

(These represent the number of small groups interviewed in the union category who expressed their perception of the priority of additional human resource development initiative in the system.)

ERIC Clearinghouse for Junior Colleges
AUG 25 1989